

# Annual Report 2023



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## Foreword – Fellows to the FLP

The Future Leaders Programme forms the flagship of leadership development within Health Education England (HEE) Yorkshire & Humber. Leadership fellows come from a variety of healthcare professional backgrounds, and each bring unique perspectives and experiences to the programme. Fellows work both individually on leadership projects within host organisations and collaboratively within HEE, gaining both personal and professional development learning experiences. Fellows are also supported in gaining recognised academic leadership qualifications. This report showcases the work of fellows who formed the 2021-22 cohort, as well as some of the wider achievements across the programme.

The delivery of the programme continues to be influenced by the COVID-19 pandemic. Its delivery has adapted to meet this and other challenges encountered. Curating the online community of leadership practice, through the introduction of Blackboard, has allowed fellows to share resources and come together in a virtual setting. Whilst

fellows have tackled a range of topics through their project work, addressing 'Inclusion' has been a cross cutting theme for the cohort. Fellows have found value in reflecting on their learning journey and how they might demonstrate inclusive leadership behaviours through the co-produced FLP Learning charter. Fellows have been presented with a range of learning opportunities, mapped to the 'Healthcare Leadership Model' (Healthcare Leadership Model – Leadership Academy), empowering them to becoming compassionate leaders of the future.

Moving forward, as hybrid working practices becoming established as a 'new normal', achieving connection remains as an ongoing challenge. Widespread workforce challenges across the NHS requires leadership at all levels, not just by those in formal leadership roles. Fellows have developed key leadership skills beyond project management and quality improvement. Being able to listen with curiosity, sharing experience and by demonstrating respect for differing perspectives they have become dynamic and responsive clinical leaders. Please allow us to share with you their leadership journeys so far.

**Hayley Boyce and Bianca Caudwell**  
Fellows to the Future Leaders Programme  
2021-22

# FLP Charter

## Our fundamental principles are to listen to understand with curiosity for learning

Fellows are adult learners and take responsibility for identifying and meeting their own learning and development needs.

Fellows should seek out learning opportunities which allow them to foster:

- **Respect and compassion for self and others.**
- **Humility, kindness and courage.**
- **Commitment to learning and improvement.**
- **Flexibility in approach and perspective.**
- **Inclusion and collaboration.**

Our commitment to specific behaviours which form our journey towards visible and inclusive leadership:

1. We recognise the diversity of individuals, and seek opportunities to learn together from our differences in perspectives and lived experiences.
2. We understand that each of us is on a life-long learning journey which includes making mistakes and getting it wrong.
3. We seek to understand our own biases and work to move beyond them through learning and discovery.
4. We each take responsibility for generating a safe, respectfully curious learning space.
5. We recognise that leadership includes the need to engage with challenging and polarising topics which may sometimes be upsetting.
6. We aspire to leading with compassion, both for ourself and others.

Fellows are expected to participate in a thinking environment, through appropriate preparation, punctuality, generative attention, non-interruption, listening to understand, generosity with engagement and feedback, delivered with respect and appreciation of perspectives differing from our own.

**We expect the behaviour of all fellows to represent the values of the programme and organisation.**

## HEE Values





# Ellie Heffron

## Speech and Language Therapist

FLP Supervisor: Janice Martin  
Penny Dutton

### AHP Strategy launch and implementation

PG CERT    Derby University    Leadership and Management  
in Health and Social Care

## What has the FLP helped you design and deliver?

My project was launching the trusts AHP Strategy and implementing this within AHP teams.

It involved organising the launch day and celebration events, and working with Heads of Professions to implement the strategy and set up monthly report

out meetings across AHPs to report their progress on implementing the strategy.

I have also done work on the Adult Therapies workforce, looking at 7 day working and impacts this may have on service and patients.

## Achievements

- Talking at the FLP Conference on Women in Leadership and getting invited to the Womens Leadership Network and other events.
- Raising the profile of AHPs within the trust and successfully running celebration events for AHP day.
- Launching the trusts AHP Forum alongside some incredible FLP colleagues at my trust.
- Supporting work by compiling a report to create a new Chief AHP role within the trust.

## What are your key learning points for the year?

1. That I can do more than I thought I could.
2. Just give something a go, it doesn't matter if it doesn't work out the way you planned.
3. To keep persevering even when things don't go to plan.

## What have been your biggest challenges during your post?

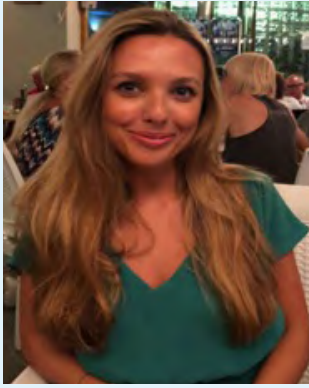
1. Needing to be completely self-motivated and a lack of structure has been really challenging this year! I have learnt a lot about the way that I work and how to make the most of my days.
2. Engaging staff in a large trust is really difficult! Even with lots of planning, it is very hard to engage staff. I have learnt from this that perseverance is the most important thing, and that just because something doesn't go to plan, it doesn't mean it's wrong. I am much more adaptable now than before this year.
3. Knowing what to do next. The FLP changed my perspectives on what I want from my career and what my career path will be. This has been really great but also a massive challenge and source of internal conflict in knowing what to do next. Coming into the FLP, I thought I would probably go into something different at the end of the year, but finding this and figuring out what this looks like has been a real challenge. I have learnt that I don't need to know everything! I am someone who likes to foreplan and know what's coming, but this year has taught me that it's not about reaching that end goal, but learning and developing along the way.

## What advice would you give yourself if you were starting the FLP now?

- Not to try to focus on what would happen at the end too much, I think I probably spent too much time worrying about my next steps rather than taking the time to enjoy the year itself.
- Keep track of all the things you accomplish and keep up with your networks of people that you meet along the way.
- Enjoy the flexibility.
- Choose a PG cert that you will be really interested in and do research early to find the best one for you and how you learn – full virtual with only self-directed teaching was very tedious and hard.

### Future plans

Returning to my previous clinical role 2 days a week, commencing a new secondment with HEE 3 days a week on the RePAIR programme.



# Annabelle Carter

## Paediatric Dental Trainee

FLP Supervisor: Andy Brennan

Design and set up the regional trainee forum.

### What has the FLP helped you design and deliver?

The FLP has helped me design and set up the regional trainee forum. I was given artistic license to design it how I wished, including terms of references, ground rules, members, structure. This aims to be the influential voice for trainees, helping create stronger ties with HEE, demystify HEE and help improve experiences within education and training.

The executive forum (of 12 junior doctors) was established February 2021 with it's first meeting, and has since flourished and help improve trainee representation at HEE management and influence change.

The wider forum was launched November 2021 and continues to gain followership.

### Achievements

- Set up the YH Trainee Forum from the ground into a successful Executive Forum to help improve communication and relationships with HEE.
- Chaired regular meetings for the Forum.
- Created a regional newsletter for trainees to help improve comms.
- Changed the YH HEE study leave policy via numerous meetings and presentations for a more consistent, fairer policy.
- Coordinated EDI projects (including an IMG handbook) by helping to connect people and reduce duplication of work – this is work in progress.
- Knocked on doors to help improve trainee representation at senior HEE management meetings and actively participated on working group for Training Recovery project.
- Helped contribute to the H&W handbook with Support.
- Developed confidence in public speaking – last year if someone had said I would be chairing monthly meetings I wouldn't have believed them.
- Distinction in my PG Cert (Medical Leadership).
- Presented poster at DEMEC surrounding setting up the trainee forum.
- Presented at HEE dental careers conference.
- Found my voice at dental STM meetings and currently working on a dental mentoring project to review outcomes for trainees.
- Quality improvement project for Dental Teams surrounding utilisation of Joint General Anaesthetics at LTHT.
- 1 publication during the FLP year and another submitted for peer review.

## What are your key learning points for the year?

- Be your authentic self and speak with courage.
- Failure is a natural process of trying hard at enough different things and should be embraced (where appropriate) as lessons can be learned.
- Listen to everyone's perspective – it is their interpretation of the situation and very real, it will help to navigate any change/actions you want to implement by understanding the WHOLE situation not just your understanding of it.
- Time management – there will always be more that could be done, but know when is enough in one day.
- Be patient when learning new skills, particularly IT (website design, webinars, posters etc.) as no-one can be an expert overnight.
- Everyone gets nervous presenting to a wide audience, preparation is key.
- Don't be afraid to delegate if it's not your strength and is someone else's.
- Nancy Klines work is invaluable and I will take them into all roles.

## What have been your biggest challenges during your post?

- Listening to my gut and trying to get away from perfectionism as I have realised it has been a huge barrier in previous endeavours.
- Creating strong team bonds and a functional team dynamic remotely when not able to meet face to face.
- Removing unhelpful narratives – failure doesn't define you as a person.

## What advice would you give yourself if you were starting the FLP now?

- Be bold! If you don't ask, you will never know what is possible.
- Be curious about everything.
- Embrace being an independent thinker.
- Take time to read books and book on as many courses as possible. Focus on the journey rather than the end goal or tangible outcomes.
- Start to get to know yourself and your strengths to help guide decision making.

### Future plans

Short term: Champion compassionate leadership in my workplace which is a VUCA environment.

Long term: Try to find a way to pursue a role that combines within HEE and clinical work.



# Tim Boddice

## ST8 Trauma and Orthopaedics

FLP Supervisor: Mr James Tomlinson

Expanding the provision of Non Technical Skills (NTS) Training to the Yorkshire School of Surgery

PG CERT    Lancaster University    Medical Leadership

### What has the FLP helped you design and deliver?

- Taught Non Technical Skills as part of a Royal College of Surgeons of Edinburgh accredited NOTSS Course.
- Taught on an NTS Simulation Course for SHOs in the school of surgery.
- Designed a spiral curriculum for the teaching of non-technical skills in postgraduate training.
- Assisted with the delivery of an ST3 Boot camp for new Orthopaedic trainees in the deanery.
- Assisted with the design and delivery of a study exploring mental skills training, leading to multiple presentations at national and international meetings.
- Designed a non technical skills simulation course for registrars, to run in November 2022.

### Achievements

- Met some really inspirational and fascinating people.
- Networking for the future.
- Developed organisational skills.
- Presentations of work at ASME, ICOSSET and AMEE, as well as work submitted to BOA (awaiting decision).
- Took ownership of a project from conception to delivery – and enjoyed it!

### What advice would you give yourself if you were starting the FLP now?

Organisation is key – Make a plan and try and deliver the main project early.

Be open minded – Try saying “yes” to things you wouldn’t normally.

### Future plans

Complete Orthopaedic training, and look forward to applying what I have learned this year in a consultant role. Continue with non technical skills training.



# Nicola Peet

## Occupational Therapist

FLP Supervisor: Joanne Barrott  
Jayne Collingwood

**What are the Political, Social, Economic, Technological and Environmental (PESTLE) impacts on the Social Care Workforce and any overarching themes?**

PG CERT    Sheffield Hallam University    Health and Social  
Care Leadership

### What has the FLP helped you design and deliver?

I have used the PESTLE to identify workforce issues for Social Care workforce and wider overarching themes I have identified. My thinking and mindset has changed from silo Occupational Therapy mindset to systems thinking across organisations and places in the Integrated Care Services.

I have identified many impacts that affect recruitment and retention in the Social Care workforce and have identified overarching themes that affect Health and Social Care including VUCA “wicked” problems and that to address this collaboration and working across the system is needed.

Overarching themes from the project include:-

Leadership - Need for systems approach (across ICS and national) for Leadership and directives as every organisation has different approaches to leadership and talent management.

I have completed Compassionate leadership training within the ICS and understand the concepts and aim to apply these in my day to day work and understand how this can enable inclusive environments and encourage well-being and self-compassion.

Health Inequalities – the need to focus on population health approach across the system to tackle deep rooted health inequalities as 80% of a persons health is determined by the wider determinants of health.

Equality Diversity and Inclusion – need to look at cultures in the organisation and develop compassionate inclusive environments where everyone feels included and feels supported and welcome (aids with retention and recruitment)

Building trusted relationships – there needs to be trusted relationships to be developed to enable collaboration and cooperation between departments in the organisation but also cross system working to tackle challenging “wicked problems” including workforce Recruitment and Retention across health and social care.

FLP programme has given me this opportunity to develop myself to work differently to manage myself and my project and communicate with people at all levels including ICS chief executive.

I have really enjoyed the training, my most favoured sessions were Imposter Syndrome and assertiveness training.

## Achievements

Many highlights and achievements including:-

- Completing the PGcert in Health and Care Leadership.
- Self development and increased insight and awareness.
- Being trusted to manage my own time and project.
- Self-development and change of my mindset from Occupational Therapy focus to systems approach.
- Meeting like minded people and networking
- Gaining a further secondment where I will be venturing into education and training (including leadership lecturing at university). The fellowship gave me confidence to explore wider career opportunities.
- Time out from clinical that made me reflect on my position and role in work and this enabled me to make changes including change of career direction.

## What are your key learning points for the year?

- The outcomes of my project (Achievements)
- How the ICS is managed and how they have managed change as it becomes a legal entity on 1/7/22.
- Personal development – leadership skills, awareness of myself from 360 degree appraisal and Myers Briggs.
- Learning from my PGCERT around self as a leader, leading change and systems leadership.
- Identifying, scoping, managing and completing a project and identifying key overarching themes, then reflecting on my learning linked to this.

## What have been your biggest challenges during your post?

That the project scope was too big and I spent the first few months trying to refine it and scoping it. My project if I was to start again now (and given my

findings) I would focus on one area and overarching theme and this would be on leadership and talent management across the ICS.

## What advice would you give yourself if you were starting the FLP now?

To really scope the project and narrow its barriers and to keep within the project scope as project creep

can happen and time can be lost here. To have clear SMART objectives and a time line.

## Future plans

I have a new secondment planned to commence in August for a year where I will be utilising my skills and learning during the future leaders fellowship training year as my new position is a change of direction. I will be lecturing at university on leadership to a variety of health care courses and the other aspect of the role will be developing and providing training on leadership within the trust as my new role includes setting up a training system and providing education to matrons. It is a very exciting opportunity to put my learning into practice and the Future Leaders fellowship has given me the time for reflection and develop my skills and thinking. From this I have evaluated where I wanted to be and what direction I wanted to go. I have gained the confidence to expand beyond the context of OT and work across boundaries and feel that my new role is an opportunity to develop my skills further. I have really enjoyed the Future Leaders Fellowship year and am thankful for the great opportunity.



# Kirsty Devine

## Leadership fellow - future leaders programme

FLP Supervisor: Dr Sarah Kaufmann

### Summary of Post

This year I have been involved in the supporting the roll out of the Blackboard VLE and obtain feedback on its use. I have taken part in courses that have aided my personal development and in building my leaderships skills and style. I have worked with a wide range of people with a variety of leadership styles and seen first hand the difference that can

be made with strong inclusive and compassionate leadership. I have found coaching to be instrumental in consolidating these experiences and helping me put what I have learnt into practice and take steps to be the leader I want to be with compassion, inclusivity and wellbeing at its heart.

### Achievements

- I have led on evaluation of the BlackBoard roll out.
- PG cert in medical education (although one more assignment to complete).
- Being a member of the conference committee.
- Hosting a panel discussion on leadership at the FLP annual conference.
- Co-founding pan deanery virtual education awards.
- Running a journal club and helping establish it for the August 2021 cohort.
- Developing my confidence and leadership skills.

### Future plans

To complete my Rheumatology training.

To investigate ways I can use my experience this year both in the area of medical education and leadership.

To be part of running a successful FLP annual conference.

Complete my PG Cert.

To try and lead by example and so sharing the experiences I have had through my FLP year.



# Mousindha Arjunan

**ST4 Ophthalmology (entering ST5 in Aug 2022)**

**FLP Supervisor: Fiona Bishop**

**Differential Attainment Fellow**

**PG CERT    University of Dundee**

## What has the FLP helped you design and deliver?

- 2 reverse mentoring schemes with TPDs in the Yorkshire and Humber region and the Royal College of Ophthalmologists (ongoing).
- A leadership program tailored to minority ethnic TPDs (ongoing).
- Diversifying our FLP recruitment (data under review).
- Reducing differential attainment within the Situational Judgement Test (contributing towards a national work stream).
- Developing and delivering the 'Conscious decision making' and 'Action towards equity and belonging' course.
- Hosting the National Learners Assembly (NLA).

## Achievements

- The success of the NLA given it was only organised by 3 people.
- Collaboration with other FLPs to deliver courses or work.
- Learning how to host meetings and be creative.
- Attending the max courses and developing.

## What are your key learning points for the year?

- Independent adult thinking as a medical professional.
- Confidence and learning my values through coaching.
- How to be assertive and a leader with vision.

## What have been your biggest challenges during your post?

- Difficult conversations around equality, diversity and inclusion but always learn to persist and be open to hearing other people.
- Worrying about other people's perceptions and overcoming that fear.



## What advice would you give yourself if you were starting the FLP now?

- Think about what pg cert you want to do before immediately applying to not fall behind.
- Try and arrange more face to face meetings with people.



### Future plans

Finish Ophthalmology training  
Consider working in Med Ed

Consider working abroad!



# Sana Fatima

**FLP Fellow 2021-22**

**Professional Support and Wellbeing HEEYH**

**FLP Supervisor: Dr. Jon Cooper**

## Achievements

1. Develop a distributed Professional and Wellbeing Support model for doctors and dentists in training across Yorkshire and Humber.
  - Understanding the distributed model.
  - Insights and Inspiration from other HEE PSUs.
  - Comparison, Contrast and review of applicability on local settings.
  - Discussions on Roles and responsibilities (e.g. Schools – HEE- Employer).
    - o Meetings with ADs and work on central provisions (support, careers, coaching, professional behaviours, neurodiversity, front door etc).
    - o Meetings with Head of schools to understand faculty-based support processes, good practices, and gaps.
    - o Communication with DMEs to understand Trust and Employer led initiatives.
  - Trainee survey 380+ responses.
  - Head of School Survey.
  - Presenting our model in HEE PSU /Wellbeing Meet.
  - Setting up a professional support website.
  - Working on video and info graphics.
2. HEE Neurodiversity initiatives in PG medical education.
  - Developing educational material as a faculty development initiative in NDv support.
  - Developed Faculty Survey.
3. Trainee Engagement Forum – Professional Support and Wellbeing Rep.
4. FLP Conference Committee 2022.
5. Other bits.
  - Poster publication in Annual Neuropsychiatry conference 2021.
  - Oral Presentation Psychiatry Annual Trainee conference.
  - Oral Presentation Psych Trainee Engagement Forum.
  - Poster for HEE Wellbeing Meeting.

I have found this year as an opportunity to both develop as an individual and a professional. I was able to explore myself, my potential and had an opportunity to both acknowledge and initiate pursuing my passions as a future leader. I got a lot to learn a great deal from my supervisors who had been incredible role models as well as my peers, colleagues.

I was also able to recognise my insecurities and vulnerabilities on a deeper level. The year allowed me a chance to immerse in self reflection and introspect, self-discovery and understanding. I was able to explore the silently rampant impostor syndrome, as

well as my INFJ personality, which I've had a chance to recognise and embrace as I learn to negotiate life with a new perspective and understanding, and as I continue to learn, comprehend, and grow as a person and a professional.

I feel that the year has also helped me represent my parent speciality Psychiatry at regional and national platforms where I personally thought Psychiatry often is under-represented especially as compared to sister medical and surgical sub specialities. I had a chance to present my work as a poster in HEE wellbeing meet and since my project and interests go beyond Psychiatry it provides an ideal opportunity to additionally flourish inter professional, cross-specialty communications, iteratively targeting the chiasm that has historically rendered Psychiatry siloed into its own niche.

## 6. Academic.

- PG Dip In Medical Education / Leadership (ucl) - have started final module leading up to Msc.
- Courses:
  - o Research for SpRs.
  - o Writing for Publication.
  - o Imposter Syndrome,
  - o Interpersonal Skills,
  - o Myers Brigs 1,
  - o Introduction to Coaching,
  - o Structure and Power Dynamics in Health Care Systems,
  - o Leadership in a VUCA Environment,
  - o Effective Meetings,
  - o Presentation Skills,
  - o Know your why,
  - o Myers Brigs 2.

## Future plans

1. Continue work in Medical Education especially professional support and Neurodiversity.
2. Research and Publication.
3. To continue widen my understanding of Leadership and Medical Education.
4. Apply the current learning to my own clinical practice and journey.
5. Continue self-understanding and self-development.



# Chris Bullock

## ST4 Emergency Medicine

FLP Supervisor: Helen Mollard

Developing Paediatric SDEC services and supporting the new Childrens Emergency Department at the LGI

PG CERT    Lancaster University    Medical Leadership

### What has the FLP helped you design and deliver?

- Support the bid to move the paediatric emergency department into the new hospital & supporting planning of the department design (incl visiting other departments, report writing, data collection and synthesis).
- Supporting the development of an ED lead Paediatric observation unit.
- Improving safeguarding - working with the childrens safeguarding team to digitise referral processes. Supporting the development of safeguarding and mental health screening in the ED, & supporting the creation of a safeguarding alert within the electronic patient record.
- Development of digital documentation in the Childrens Assessment Unit.

### Achievements

- My report was taken to the trust board for approval to move the Paediatric emergency department into the new building and was successful.
- Recognition of contribution to safeguarding.
- Getting to meet such great people even if it was mostly virtual.

### What are your key learning points for the year?

- To overcome my imposter syndrome and recognise that my ideas have value and are worth advancing.
- To overcome the fear of putting myself out there.
- Greater understanding of myself and how I want to lead.

### What have been your biggest challenges during your post?

- Difficulty delegating.
- Trying to engage other departments/services and understanding the different pressures – engage stakeholders early!
- Advertising a change and having to role back on it as the plug was pulled at the last minute – don't advertise to soon!



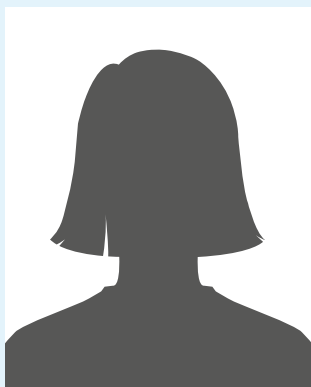
## What advice would you give yourself if you were starting the FLP now?

Its OK to not be busy – embrace the freedom whilst you can. If you're not busy, be compassionate to yourself!



### Future plans

Return to emergency medicine, undertake Paediatric Emergency medicine sub-specialty training and then see where it leads!



# Hilary Graffy

## Leadership Fellow in Health Equity

FLP Supervisor: Professor Dominic Patterson

### What has the FLP helped you design and deliver?

- Set up and supported Student Fairhealth in Sheffield - student group focused on health inequalities.
- Community Placements for GP trainees: Qualitative evaluation of this programme.
- Co-designed and delivered the Wellbeing Common Room - practical wellbeing support for GP trainees across Yorkshire and the Humber.

### Achievements

- Article published in Education for Primary Care: An evaluation of community placements for GP registrars in Yorkshire and the Humber: 'a home visit...not to a patient but to the community'.
- Oral presentation at NACT conference on above topic.
- Above projects.

### What are your key learning points for the year?

This is such a great opportunity for personal development and I have learnt so much from the Maxcourse sessions that are put on. The best

ones that I attended were: Writing for Publication, Effective Meetings, Peer Support and the Presentation course.

### What have been your biggest challenges during your post?

I found working from home was helpful at times but I wanted to get out and spend time in the community and this was not possible in the pandemic so I had to adapt my projects with respect to this.

The online courses were brilliant despite their virtual nature. I learnt a lot from these courses about how to run virtual courses really well, overcoming the challenge of not being in the same physical room.

## What advice would you give yourself if you were starting the FLP now?

The projects that you get involved with at the beginning may not be the ones that you end up most proud of. Keep open minded for opportunities.

The other fellows on the FLP scheme provide a wealth of support and there are great opportunities to work together on projects.

### Future plans

Hosting a Health Equity MDT undergraduate event in May 2022.

Return to complete GP VTS training.

Ongoing mentorship for Student Fairhealth group.



# Pranav Mahajan

## Psychiatry ST6

FLP Supervisor: Dr Helen Crimlisk

Physician Associates in Mental Health

PG CERT

Dundee University

Healthcare Leadership  
and Management

### What has the FLP helped you design and deliver?

- Lead on the development of a national competence framework for PAs in MH.
- Lead on the development of a national curriculum for PAs in MH.
- Lead on the development of the PA in MH inceptorship programme.
- Lead on local and regional education of PAs.
- Contribute to local and regional recruitment and retention of PAs.
- Lead the initial phases of developing the NHSEI capability matrix for MH.

### Achievements

- Launching and publishing the competence framework.
- Disseminating and presenting the work.

### What are your key learning points for the year?

Know your limitations and delegate/trust others.

### What have been your biggest challenges during your post?

Isolation at times from working from home.

Made sure I met other fellows in person as much as possible.

### What advice would you give yourself if you were starting the FLP now?

Enjoy it, embrace the personal development time and don't worry about what others seem to be doing or have done.

### Future plans

Consultant post.



# Lucy Ridsdale

## Registrar in Paediatric Dentistry

FLP Supervisor: Mr James Spencer  
Dr Richard Balmer

A number of projects

PG CERT    Leadership for the Health Professions

### What has the FLP helped you design and deliver?

I have been involved in a number of projects as part of my FLP:

- 1) Developing dental care pathways for looked after children.
  - Pathway implemented in East Riding and Wakefield.
  - Working on regional implementation.
  - Presented at regional and national meetings.
- 2) Development of a genetic testing pathway for amelogenesis imperfecta.
  - Implemented at Leeds Dental Institute.
  - Presented at National Conference.
- 3) Developed HEEYH management course to cover elements of generic curriculum for senior dental trainees.
- 4) Dental master educator for national dental virtual and hybrid learning group.
  - Undertook a national survey to understand current regional and national training opportunities across specialties.
  - Involved in setting up national virtual and hybrid education platform.
- 5) Redistribution of dental care.
  - Member of working group looking at redistributing dental trainees to ensure that the future dental workforce has the skills required to respond to changing oral health needs of patients and services.

### Achievements

- Opportunity to work with enthusiastic people from organisations across the public sector, developing my understanding of how organisations work and function together.
- Implementing a pathway for dental care for looked after children.
- Submitted article to national journal on looked after children.
- Was asked to present at RCN LAC Conference on development of dental pathways for looked after children.
- Completion of postgraduate certificate: Leadership for the Health Professions with distinction.

## What have been your biggest challenges during your post?

My main project looked at establishing dental pathways for looked after children, which required working with multiple organisations, which often had competing priorities. Speaking to the right people to help progress things, was at times a challenge and

took time. Acknowledging that multi-agency working cannot always move quickly was important for me. Once I had done this, I felt more able to embrace what I could gain from every interaction.

## What are your key learning points for the year?

As part of the FLP programme and my PG cert, I learnt a lot about leadership and communication styles and personality types. Gaining an

understanding of these different styles and recognising that all are valid and contribute to a functional workplace was invaluable.

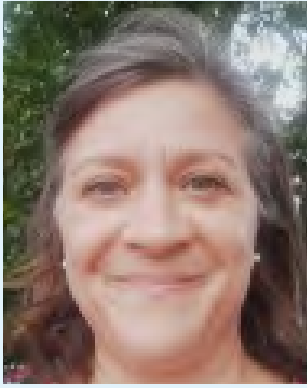
## What advice would you give yourself if you were starting the FLP now?

Accept that it will take time to get projects started and to meet with the right people. Even though it

doesn't feel like it, you will be making progress and learning as you go.

## Future plans

I am returning to full time clinical practice and will be completing my final year of registrar training in Paediatric Dentistry with a view to obtaining my Certificate of Completion of Training (CCT). I hope to be applying for consultant posts in the next 12 months. I hope to continue to have involvement with some of the projects I have worked on as part of the FLP, including dental pathways for after children, for which I have some national presentations coming up.



## Ursula Freeman

### Clinical Team Leader and Community Physio – Pulmonary Rehabilitation

FLP Supervisor: Caroline Eadson  
Tom Downes

**Building Quality Improvement Capability for Junior Doctors**

PG CERT    Sheffield Hallam University

Leadership in Health  
and Social Care

### What has the FLP helped you design and deliver?

The FLP has enabled me to gain the skills to design, coordinate and deliver a programme of quality improvement learning for junior doctors and to highlight to senior leaders the importance

of continued QI training and support throughout doctor careers. This has been an ongoing project for the fellows at Sheffield Teaching Hospitals.

### Achievements

- Teaching 200+ FY1 and FY2 doctors about the importance and joy of quality improvement – virtually!
- Facilitating the FY2 quality improvement awards day was a proud day for me. It was a privilege to see the FY2s showcasing their hard work and learning.
- Passing my PG Cert following a 19-year break from Level 7 academic study.
- Becoming a microsystems quality improvement coach.
- Submitting my first academic conference poster.
- Working on the biggest PDSA cycle Sheffield Teaching Hospitals has done, working across main directorates.
- Building a bigger professional network.

### What are your key learning points for the year?

Make contacts! Don't be afraid to ask people about their leadership journey and ask them what take-away advice they can give you. Take time to read around leadership theories – you will never get this

time again. Make use of the Max courses and of the other fellows who have a wealth of knowledge and experience to learn from.

## What have been your biggest challenges during your post?

- Managing my own time was tricky after having a clinical job that was very structured.
- Working remotely at home was challenging at times. I realised that having a feeling of belonging in a team is important to me.
- The PG Cert was a huge challenge for me through lack of confidence in my own ability.
- I learned that having patient contact is very important to me, and this must continue to play a part in my future leadership development.

## What advice would you give yourself if you were starting the FLP now?

- Read the previous fellows' summaries and take their advice.
- Research PG Cert earlier and apply not later than June.
- Embrace reflection.
- Enjoy the time, it is a privilege.

## Future plans

I am returning to my Clinical Team Leader post with additional responsibilities, including working with the newly established South Yorkshire Integrated Care Board ensuring the five-year plan for pulmonary rehabilitation is delivered. I will continue to be an enthusiastic QI champion particularly making sure community services voices are heard.



# Angela Burgin

## Advanced Clinical Pharmacist for ePrescribing

FLP Supervisor: Gill Risby

**What is needed to support digital skill development across the Leeds Pharmacy workforce?**

PG CERT    Health and Social Care Leadership

### What has the FLP helped you design and deliver?

My project aimed to define the real-world barriers and facilitators to the development of pharmacy workforce digital skills across an Integrated Care Provider (ICP) footprint.

The initial stages involved scoping work which included reading relevant documents and speaking to senior leaders across the ICP. This validated project focus, informed design and created networks which facilitated participant recruitment.

Data was collected through stakeholder engagement groups and a questionnaire with staff from primary care, secondary care, mental health and community pharmacy. Data was analysed using thematic analysis and descriptive statistics. The data informed key recommendations to support and enable digital skill development of the pharmacy workforce.

### Achievements

It has been a truly amazing year, my highlights include;

- The Postgraduate Certificate in Leadership – I thoroughly enjoyed this course, both its content and the friendships I made along the way.
- The learning provided by conferences and MaxCourse courses, all utterly brilliant!
- My project! It provided many opportunities and challenges. I connected with, and learn a lot about, pharmacy in other sectors across the ICS/ICP.
- Seeing and feeling the very positive difference in myself and my contribution when I attend meetings.
- Presenting my PGCert learning as a ted style talk at the FLP conference.
- Having a poster accepted at the FLP conference.
- Contributing to the development of the HEE Newly Qualified Pharmacists training pathway, specifically around embedding research.
- Co-organising the School of Pharmacy North Away Day. As a team of three, we created the agenda, suggested and facilitated a hybrid approach, and facilitated the creation and embedding of the EDI agenda.

## What are your key learning points for the year?

I have a much greater understanding of different leadership theories, including compassionate and systems leadership, how and when the different approaches are needed for different situations/ desired outcomes, but importantly, what this means for me in my leadership approach.

As someone in the digital transformation space, I was keen to learn more about change leadership and management, and have been fortunate to be taught by Dr Tony Smith on my PG Cert, and to access training offered by HEE. This has changed my outlook and approach in this field.

## What have been your biggest challenges during your post?

The main challenge for me has been learning new ways of working. The environment and approach to working this year felt completely alien to everything I have known for the last 20 years. Enabled by new

tools, and understanding of self, I am much better at recognising my needs to enable a more productive, focussed and efficient working day.

## What advice would you give yourself if you were starting the FLP now?

Lean into the uncertainty, take time to be still, stay curious and kind, to yourself and others.

### Future plans

To present my project on local, regional (and hopefully national) platforms, and to write up the findings for a journal article. I am keen to put into practice some more of my new found learning afforded by my Certificate and MaxCourse training to enhance and develop my leadership approach when I return to work.



# Shireen Hickey

## ST6 O&G

FLP Supervisor: Dr Michael McCooe  
Beverley Slater

Maternity & Neonatal Safety Improvement Programme  
& 'A Just Culture Network'

PG CERT    University of Aberdeen    Psychology in the Workplace

## What has the FLP helped you design and deliver?

### MatNeoSIP

Hosted 4 patient safety network events.  
Hosted a series of workshops "Listening to Women"  
Smoking QI project Airedale Hospital  
Early Intervention QI project, Humber and North Yorkshire LMS.  
Involved in roll of the National Mews tool.

Chaired the steering group meetings.

Implementation of the Just Culture Assessment Framework and Organisational Staff Support Model.

### A Just Culture

Hosted a Network event.  
2 x blog piece.

### Alpaca – Shared Decision Making for surgery

PI for research into patients experience of shared decision making.  
Lead for implementation of QI project to measure shared decision making.

## Achievements

The highlight has been hosting a 3 series of workshops "Listening to Women: How workplace culture supports womens choice". This series of workshops included a rapid insights exercise which

explore the barriers and challenges to offering choice to all women in pregnancy and childbirth. Those attending feedback they found it useful and would change their practise after attending.

## What are your key learning points for the year?

- The structure and function of the NHS in particular the organisations responsible for maternity care.
- It takes a long time to achieve change.

## What have been your biggest challenges during your post?

Knowing who to contact, and being able to get contact with the people responsible for making change in the hospital trusts. Often people are busy and may require chasing on more than one occasion.

I have previously felt uncomfortable doing so but realise I need to be more proactive and assertive.

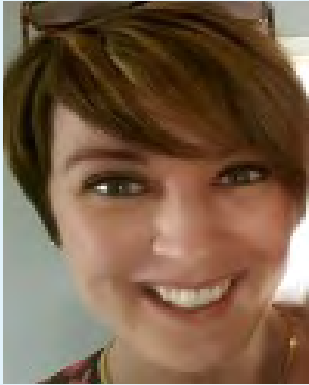
## What advice would you give yourself if you were starting the FLP now?

I would advise myself to spend more time on the personal development, and really try to put what I learned into practise after attending the FLP training

days. I would also have liked to have networked more with the other FLP's.

## Future plans

To return to training with a greater understanding of myself, more resilient and with an increased drive and knowledge for improvement. I am staying on part time at the Improvement Academy to continue some of the projects I have commenced. I intend to become an O&G consultant in a role which incorporates patient safety and human factors in the not to distant future.



## Maria Crouch

### ST6 Obstetrics & Gynaecology

FLP Supervisor: Mrs Sarah Kaufmann

Post COVID Education Technology Development

PG CERT    HYMS (Hull York Medical School)    Medical Education

### What has the FLP helped you design and deliver?

- Designing and delivering the first virtual educational blackboard teaching awards across the Yorkshire & Humber.
- Completing a survey exploring the opinions of doctors in training regarding the balance between face to face and virtual education and whether their training requirements were being met. This received valuable information that will guide plans for hybrid learning and future curriculum.

### Achievements

- Hosting Blackboard awards with Kirsty Devine (fellow FLP) and positive feedback received from trainees and faculty regarding this new initiative to showcase excellent education within the deanery.
- Being part of the FLP conference committee; as part of the speakers sub team and chairing a live key speaker session during the conference.
- SUPPORT mentor for Leeds medical school student retaking year 4. Allowed me to develop my mentoring skills and received a green card feedback through the university from the student for the support I gave them.
- Secretary on HEE trainee executive committee helping be a voice for trainees.
- Acceptance as RCOG honorary clinical fellow working within the RCOG COVID guidance sub team. Highlight being one of the named authors of the RCOG COVID in pregnancy published national guideline.
- QIP on delayed cord clamping in preterms; presenting oral presentation at regional conference.

### What are your key learning points for the year?

Through coaching this year I've been able to reflect on my own priorities, needs and values. This has been a valuable learning experience for my FLP journey as it has helped me focus on priorities in my personal life

and career with a focus on my wellbeing and work-life balance going forward in my career.

## What have been your biggest challenges during your post?

Balancing a personal challenge this year alongside projects throughout the FLP and rebalancing my focus onto my own wellbeing has been a big challenge. However I have learnt that I am stronger than I think and able to prioritise myself and my own

values ahead of career and work which has been a crucial learning point from the FLP. Incorporating habits into my daily routine which helped me then focus on being effective in completing work and allowing time to focus on myself.

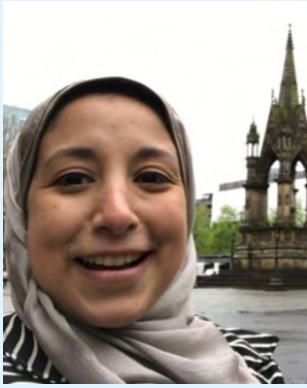
## What advice would you give yourself if you were starting the FLP now?

Enjoy the flexibility of this year rather than fixating on not doing enough or comparing my project or achievements to other FLPs. Embrace opportunities,

especially those that are unexpected but also prioritise work that is beneficial to my own learning and be comfortable saying “no”.

### Future plans

Continued exploration of opportunities in post-grad education, mentoring and possible future roles within the deanery or RCOG to support training which I may explore as part of my future consultant career. Further involvement in exploring QIPs locally and improvement of local risk management well being support to staff. Exploring the possibility of developing a leadership forum/QIP group at local trust.



# Heba AbdelBari

## ST4 Paediatrics

FLP Supervisor: Dr. Karin Schwarz

### The Trainee Charter Audit

PG CERT    Keele University    Clinical Education

## What has the FLP helped you design and deliver?

The Trainee Charter Audit was a regional quality improvement project at Y&H in the School of Paediatrics looking at how well training practices in the various hospitals across the region align to the Trainee Charter guidance published by the Royal College of Paediatrics and Child Health (RCPCH).

Through my FLP year I was able to finish data collection, analyse results, present to various stakeholders across the region, engaging them to think about fostering examples of good practice shared and troubleshoot local barriers to optimise training at local units in line with recommendations.

I collaborated with postgraduate doctors in training, representatives, consultants, training program directors, guardians of safe working hours and college tutors to develop work streams to address areas of low alignment and negative outliers. I was encouraged to think of workforce implications and utilise data available to facilitate future work. Currently developing a guide on how to achieve the recommendations for the School.

## Achievements

### International:

- Contributed to the development of a video recording and webinar on multi-source feedback for the European Respiratory society.
- Abstract 'Bridging the Gap, Curriculum Designed to Assist International Medical Graduates transition into new roles in the NHS' accepted for a short communication presentation for the International Association of Medical Education Conference.

### National:

- e-poster at the RCPCH conference titled 'The Trainee Charter Audit, a Quality Improvement Project in the Yorkshire and Humber School of Paediatrics' to be published in the Archives of Disease of Childhood Journal.
- Member of the RCPCH Central QI Editorial team on social determinants of child health.

### Regional:

- Wrote for the School of Paediatrics Newsletter in Y&H.
- Coordinated the International Medical Graduate Forum (IMG) for the School of Paediatrics in Y&H, delivering teaching.
- Future Leaders Conference Organising Committee.
- Facilitated the organisation and delivery of a Networking Event for training program directors across the region to promote diversity in medical education.
- Participated in the authoring of an IMG handbook collaborating across specialties in Y&H.

## What are your key learning points for the year?

- Compassion.
- Understanding my team members' expertise and what they can offer, to effectively deliver on a project.
- Converting meeting discussions into action points.

## What have been your biggest challenges during your post?

- Utilising autonomy given to me to manage my main project with little prior experience of project management. Learnt to take ownership of work and be receptive to feedback, whilst being compassionate to self and others.
- Delegation as my team members are senior to me, learnt to develop action points at the end of a meeting and ask for help distributing responsibility.

## What advice would you give yourself if you were starting the FLP now?

- Take charge early!

### Future plans

Apply for Fellowship of Higher Education Academy.

Apply for sub specialty paediatrics training.

Continue my work in the International Medical Graduate Forum after return from maternity leave.

Explore more work relating to using education and leadership to address differential attainment and the social determinants of child health.



# Samar Qaisera Bukhari

## ST5 Nephrology/GIM Specialty Registrar

FLP Supervisor: Dr. Maya Naravi  
Dr. Clare Murphy

**Evaluation of SuppoRTT Programme- Stakeholder engagement, programme awareness and Immersive Technology Resource Development**

PG CERT    University of Cambridge    CREL (Clinical Leadership, Education and Research)

### What has the FLP helped you design and deliver?

- “Escalating Concerns and Speaking Up” immersive technology VR360 simulation training resource for SuppoRTT.
- Stakeholder engagement events to create programme awareness using new interactive technology resources.
- Engage, collaborate and contribute to EDI projects on IMG issues (personal interest).

### Achievements

- Leading the development and launch of the “Escalating Concerns and Speaking Up” immersive technology VR360 simulation training resource for SuppoRTT- A national project.
- Presenting TED style Talk in the FLP conference on my leadership journey.
- Trainee engagement talks in multiple trainee events incorporating the use of innovative interactive software.
- Presenting a talk and leading a workshop in the National Learners assembly- a national conference.
- Completing a QIP on improving efficiency on a SuppoRTT KPI.

### What are your key learning points for the year?

- Everyone can be a leader.
- Teamwork and effective leadership will help overcome seemingly insurmountable obstacles.
- Leadership is about listening with curiosity and fascination, advocating for those who can not stand up for themselves and compassionate meaningful actions.

## What have been your biggest challenges during your post?

Working from home- the isolation and lack of structure to the day, especially at the start of the year; I learned discipline, self direction and motivation to organise my diary and ensure productivity and good quality output of work.

Also, I made a point of developing personal and professional networks with local fellows to have the social links to counter isolation.

## What advice would you give yourself if you were starting the FLP now?

- Give yourself time and space to grow into this role.
- You are the project; give and accept importance of personal development and growth of leadership skills.
- Focus on making meaningful connections and networks of like-minded colleagues and stakeholders.
- Always ask for help, feedback and suggestions from your FLP peers as they are also part of your team and very helpful and forthcoming.

### Future plans

Returning to Training as ST6

Maternity Leave in 3 months

CCT and consultant post with leadership and management SPAs, trainee centric and with IMG / EDI Themes



# Ricky Hurley

## Specialist Midwife

### Increasing EDI in the NHS workforce

PG CERT   SHU   Health & Social care Leadership

## What has the FLP helped you design and deliver?

Doing the PGCERT and the FLP training courses helped increase my understanding and knowledge, particularly around research and leadership theory, which helped me to conduct qualitative research, thematic analysis and analyse quantitative data.

I learned the complexities of conducting research in the NHS as I had challenges requesting data and seeking ethical approval in order to conduct the staff interviews and surveys.

My project culminated in a 10,000-word report and an executive summary, with recommendations to the ICS around increasing diversity in the NHS workforce.

## Achievements

- Completing the PGCERT Health and Social Care Leadership course at SHU.
- I achieved my best ever mark at MSc level after completing the Writing for Publication course.
- Completing an EDI project with recommendations for the ICS.
- Completing the Compassionate Leadership course and contributing to the implementation of the programme with the ICS.
- Involvement in the Stay and Thrive programme and Careers Group project for International Nurses at my host Trust.
- Interviewing the next cohort of FLP applicants for an EDI post.

## What are your key learning points for the year?

- I've learned to be open to a wide variety of experiences and not to dismiss any new opportunities.
- I learned that everyone struggles with imposter syndrome, whatever their profession, experience or level of seniority. Realising this was a key learning point for me.
- I've learned self-compassion. I'm learning to be less self-critical.
- I learned that I like being with people! I missed patient contact during the FLP, I definitely need face-to-face contact and I never want to work from home again.
- I have learned so much about leadership and was able to observe positive, compassionate leadership at my host Trust.

## What have been your biggest challenges during your post?

My biggest challenge was definitely the project.

I was working in an unknown area of practice (Allied Health Professionals and Healthcare Science) on a

topic I knew barely anything about (EDI) and I was completely overwhelmed.

## What advice would you give yourself if you were starting the FLP now?

- Don't feel guilty about having time to think and reflect.
- Sign up for the FLP courses early because they get booked up but space them out so you don't become overwhelmed with too many courses at the beginning of the Fellowship.
- Start thinking about your PGCERT (or what you want to use your training budget for) as early as possible. Remember you have lots of options and don't rush into choosing the 1st course you see. Think bold because there are so many possible options.
- Try and link in with your Fellows regularly and attend all the FLP events to keep up to date and make connections.

## Future plans

Maybe return to midwifery and take up a specialist post working with vulnerable women.

Otherwise, I'm hoping to find a new job but not sure in which area yet.



# Jessica Moore

## GPST2-3

FLP Supervisor: Dr Dominic Patterson

Theme of health inequalities

PG CERT    University of Nottingham    Medical Education

### What has the FLP helped you design and deliver?

Inception, design & delivery of an **online e-learning module** to educate healthcare professionals on the role of data to tackle health inequity.

Co-leading a delivery of a Inter professional Learning Day focused on Health Equity for students in Sheffield.

Survey design and delivery to understand knowledge, attitudes and practices of health inequalities across a range of healthcare professionals in the Leeds Teaching Hospitals Emergency Department. I am hoping this will lead to local change in educational resources and referral pathways available to staff in the future.

Supporting a group of Leeds medical students into developing their own educational resources around health equity.

Various other educational experiences, such as being an Educational Supervisor to final year medical students, OSCE examination marking, medical student essay marking and Academic Foundation interviews.

Contribution to the Future Leaders Conference Committee.

### Achievements

- Completing my PgCert with a good mark was a great achievement for me. It's been a while since I did any form of academic writing, so this proved to me I could still do it! Having some formal teaching in Medical Education supported my approach to the various projects I have been involved in throughout the year.
- I really valued being able to help organise a multifaceted at-scale event and was heartened by how well myself and 2 other leadership fellows worked as a team to lead this.

### What are your key learning points for the year?

The FLP year has allowed me to further explore my professional identity and what I want from my career as a General Practitioner. I have affirmed what I want

(and what I don't want!) from both clinical and non-clinical work in the future as well as what I can bring to a team.

## What have been your biggest challenges during your post?

Understanding how you approach adversity (however small) was a really insightful part of the programme. I found the isolation of working from home tricky, alongside severe morning sickness and some lack of direction with the project work. Sharing

my feelings honestly with FLP peers has made these experiences easier to reflect upon. It's easy to forget that your career is a marathon not a sprint, and you don't have to accomplish everything you want to achieve now.

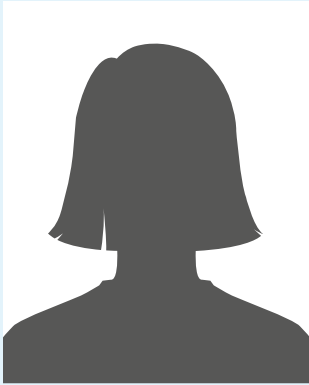
## What advice would you give yourself if you were starting the FLP now?

Keep a record of what you have done each month to refresh your memory. It's so easy to look back and think 'how on earth have I spent my time?' A record will make this more tangible for you.

I would have done the coaching later on in the year (definitely after the first 4-5 months). It's very valuable, but I felt at the beginning of the year I struggled to know what questions to ask. More time for self-reflection earlier in the year prior to coaching would have helped.

## Future plans

Having a baby: I'm starting maternity leave in a week! Upon returning to clinical practice I'd like to focus on my final year of GP training. Beyond this, I'd be keen to explore opportunities working in a PCN, or as a prison GP.



# Hayley Boyce

## ST6 Clinical Oncology

FLP Supervisor: Susy Stirling

Developing a programme of quality assurance and benchmarking in the Future Leaders Programme

Establishing inclusive practices for the Future Leaders Programme

PG CERT    Lancaster University    Medical Leadership

### What has the FLP helped you design and deliver?

- Integrating diversity and inclusion into all aspects of the FLP.
  - Supported introduction of 'Best practice' guidance for inclusive FLP recruitment.
  - Diversity & inclusion strategy for FLP conference.
  - Established FLP charter.
- Undertaking a longitudinal analysis of 6+ years work of feedback data on the FLP.
- Overhaul of the FLP curriculum map, to incorporate a much broader range of leadership learning opportunities which can also be accessed by those not on a dedicated leadership development programme.
- Introduction of blackboard as a platform for delivering an online community of practice for the FLP.

### Achievements

- Delivery of the a success virtual Future Leaders' conference, focused around the themes of diversity and digital leadership. I also ran a workshop at the conference for potential future FLP fellows.
- Promoting inclusion as a central pillar of the FLP and leadership practice more widely, involvement in project work to embed this into everyday activity.
- Undertaking a wide range of courses and webinars e.g. 'School for Change Agents and 'Safe and Effective Wellbeing Conversations' which I will utilise when I return to clinical practice.

## What are your key learning points for the year?

It's ok to be vulnerable and make mistakes. Clinical training places such much emphasis on getting it right and a blame culture that this has been a big mind shift for me. Understanding the role of psychological safety and it's effect on team culture and how as a leader I should role model these behaviours.

Developing an appreciation of the variety and richness of lived experiences of my healthcare colleagues. Realising we are all on a learning journey, and all progress with this at different speeds and by different

routes. This year has given me the opportunity and time to explore resources around diversity & inclusion and opened up my thinking on how I can start to become an effective ally.

Whilst my PG certificate wasn't always what I expected, taking examples from my own practice and relating them to leadership models and theories has been important in my own reflective learning and understanding of what 'good' leadership looks like.

## What have been your biggest challenges during your post?

Engaging and supporting a wide group of peers 'on screen'. At the start of the year I had envisaged a hybrid approach, with opportunities for in person working and collaboration. This hasn't been the

case. Attempting to recreate those 'water cooler' conversation and provide support, particularly when you can't see what everyone else is doing and how they might be struggling.

## What advice would you give yourself if you were starting the FLP now?

- Spending time listening to a podcast or meeting colleagues for a coffee is a legitimate part of the leadership learning journey, not every minute of the day needs to be spent chained to a computer screen.
- Find a routine that allows you to meet your own priorities, both within and outside work.

## Future plans

I'll be returning to clinical practice. The FLP has helped me re-establish my priorities around work-life balance so I have applied to continue my training less than full time. I hope to continue to have involvement in leadership roles as I work toward my CCT and beyond.



# Daniel Jukes

## Pharmacist

FLP Supervisor: David Gibson

**The role of rotational employment models in supporting the mental health training needs of Early Career Pharmacists**

PG CERT

University of Lancaster

Leadership and Management  
(Health Care)

### What has the FLP helped you design and deliver?

- Formal evaluation of existing cross-sector mental health training models across the North East with recommendations to support the expansion of integrated approaches to training.
- Development of the HEE Newly Qualified Pharmacist Training Pathway and the inclusion of mental health learning resources.

### Achievements

- Completed the PgCert in Leadership and Management.
- Facilitated an Away Day for HEE's School of Pharmacy which aimed to develop and embed an EDI strategy.
- Presented to the North East ICS Workforce Group and the Trainee Pharmacist Advisory Group.
- Submitted a poster to a regional conference.

### What are your key learning points for the year?

- Developed an understanding of different leadership styles and what it means to lead with compassion.
- The importance of building a network to support an integrated approach to working.
- Learning to effectively manage a large-scale project with a range of stakeholders.

### What have been your biggest challenges during your post?

- Adjusting to new ways of working and integrating into a new organisation remotely.

## What advice would you give yourself if you were starting the FLP now?

- Embrace the time and space to think about the wider challenges affecting the NHS.
- Try to be proactive in building a network at the start of the year and meet people working in diverse roles across the organisation.

### Future plans

I will return to clinical practice full-time from August. In my new clinical role, I hope to build on my project findings and further explore the role of pharmacists in supporting the physical health needs of people with severe mental illness.



## Ben Holden

### Public Health Registrar

FLP Supervisor: Carrie Abbott  
Andy Snell

Promoting Health Equity across South Yorkshire & Bassetlaw

### What has the FLP helped you design and deliver?

- To gain an understanding and experience of strategic leadership.
- Established my role as 'Strategic Lead for Addressing Health Inequalities' within Barnsley Hospital NHS Foundation Trust.
- Developed the Barnsley Hospital NHS Foundation Trust Strategy/Action Plan for addressing health inequalities.
- Led the South Yorkshire & Bassetlaw (SYB) SYB ICS Design Group that seeks to develop a system that improves population health and addresses health inequalities.
- Developed and delivered a Population Health educational programme for all those completing fellowships as part of the Future Leaders Programme.

### Achievements

- Working with colleagues from a different organisations and diverse backgrounds. Interdisciplinary working opened my eyes to new ways of improving population health.
- Developed and delivered a Population Health educational programme for all those completing fellowships as part of the Future Leaders Programme.
- Published a peer-reviewed journal article of a systematic review that identifies how to improve diabetes care for adults with learning disabilities: <https://doi.org/10.1111/bld.12393>.

### What are your key learning points for the year?

Most importantly I have been able to reflect on my leadership skills and identify areas of development. Through attendance at FLP courses and by taking advantage of the HEE Coaching Programme, I have

been able to build on his strengths and progress in other areas (e.g. conflict management). This year has highlighted the importance of personal and team wellbeing and advanced my career aspirations.

## What have been your biggest challenges during your post?

Maintaining a work-life balance throughout the COVID-19 pandemic. During national restrictions it can be tempting to fill any free time with work. This year taught me the importance of rest and time away from the laptop. The quality and volume of my

work output increased when I had more time away from work spent doing the things I enjoy. Beyond the fellowship I will achieve a better balance of my work and personal goals.

## What advice would you give yourself if you were starting the FLP now?

- The priority for the fellowship year is your own personal development. The project you undertake is just to facilitate and provide examples of learning. The best output is personal development and changes in your practice.
- If you haven't already, take advantage of the HEE Coaching programme; it can be hugely beneficial.
- It may help to think of yourself as the "main project," and the work you have to do for a specific project as secondary to that. The greatest outcome you can hope for is development of your own leadership and management skills.

### Future plans

To take what I have learned this year and apply it in my future career as a Public Health Consultant.  
To pursue senior leadership roles and opportunities for "acting-up".



# Darran Miller

## Advanced Clinical Practitioner in Emergency Medicine (Physiotherapist)

FLP Supervisor: Jackie Andrews

To help the HDFT to Root out Racism at HDFT

PG CERT

University of Sheffield

Public Health  
(Management & Leadership)

### What has the FLP helped you design and deliver?

#### 1. An electronic reporting system for staff to report bully, harassment and discrimination:

- a) Enable access to the reporting system for ALL colleagues 24/7, 365 days a year on and off site.
- b) Allow all colleagues to be able to report an adverse event / experience without the fear of repercussion when doing this face to face.
- c) Give empower, safeguard and give colleagues a safe place to document an adverse lived event without the fear of judgement, repercussion or confidentiality being broken.
- d) Detect departments / areas within the trust that require closer review.
- e) Digital data for analysis, benchmarking and improvement.

f) All data collected confidentially and non-judgementally.

g) Themes identified and presented to CEO, board, chief nurse & medical director.

#### 2. Conscious Decision Making Training (In Association with HEE).

- a) Launching across the trust in first-line leaders course.
- b) To be implemented further across trust – ongoing discussion with regards to other courses where to run it namely: doctors induction, corporate induction and pathway to management.

#### 3. Promoting inclusion section on trust intranet - an area for staff to increase their understanding on EDI.

### Achievements

- My project work on 'Root out Racism' within HDFT.
  - Being privilege to staff sharing with me their harrowing and emotive lived experiences.
  - The opportunity to develop my own project ideas to help 'Root Out Racism'.
  - Designing and Launching a new electronic reporting system (bullying, harassment and discrimination).
  - Presenting the electronic reporting system regionally and nationally.
  - Leading Root out Racism Steering Groups
  - Leading EDI steering groups and workshops regionally.
  - Working with EDI fellows and achieving a new broadening access to the future leaders program (flp).
- Introducing Baby Miller into the world in March '22.
- My own EDI development & becoming a massive ally.
- Meeting and networking with like-minded individuals on the FLP and more senior and prominent figures in the health and social care system.
- Presenting posters of my work – locally, regionally and nationally.
- Being part of the fantastic FLP conference committee – which was awesome.
- Attending and being part of Trust wide organisational activities.
- Achieving bronze and silver QIP awards.
- Being asked to talk on a podcast.
- Attending 5 conferences and multiple courses.

## What are your key learning points for the year?

- Discovering who I am and what I represent.
- The importance of being kind to yourself.
- Project work is a marathon, not a sprint, it was very difficult to understand this initially going from the ED to a leadership role, but be patient and you can achieve great things.
- The importance of collaboration – if you get the right people in the room, how effective it can be to move a project forward or achieve an outcome.
- My journey and development in EDI – The importance of being an Ally (but I still have a long way to go on this).

## What have been your biggest challenges during your post?

- People not investing in your ideas or saying no to them.
  - a) Do not accept the words NO – if you think something is going to have a greater impact on your project / trust / wider NHS / healthcare system then don't give up and have confidence in yourself.
  - b) Collaboration is key.
  - c) Understanding the organisation structure.
  - d) Reflect, learn and re-group and present the idea at another angle.
- White privilege exists – The importance of being an ally.
- Relating to all key stakeholders / executive team / board.
  - a) Learning the nuances of communicating with all tiers of management and relating to peers / more junior colleagues.
- Promoting project work.
  - a) Making it priority to senior colleagues and demonstrating its importance to clinical staff who are under increasing pressures.
  - b) Importance of communication and marketing work in progress / completed – increasing visibility across trust, regionally and nationally.

## What advice would you give yourself if you were starting the FLP now?

- Sign-up to your PG cert or equivalent ASAP.
- Network with all FLPs.
- Attend all FLP courses / conference.
- Do take as many opportunities that present themselves, but learn to say 'NO', as it is impossible to be able to be successful with every opportunity that presents itself.
- Keep a note of everything that you do, you will forget some of the brilliant work you have achieved!
- If working remotely, utilise a timetable where you reward yourself with breaks – go out for fresh air / exercise.
- Speak to your FLP peers if you have a problem.
- Action learning sets are awesome if you have a problem.
- Learn about your organisational structure – it will help with the implementation of your project work and increase your understanding of how the NHS functions.
- Get a coach / mentor.
- Attend all FLP activities – courses, journal clubs (lead one 2), bimonthly meetings, coffee and catch-up.

## Future plans

Truly undecided - considering a portfolio career.

Positively growing **Caroboo** by utilising some of my new found excellent transferable skills.



# Nina Pattabhiraman

## ST1 Emergency Medicine

FLP Supervisor: Jeremy Till

Development of Blackboard for the Yorkshire & Humber School of Emergency Medicine

PG CERT   King's Fund   Emerging Clinical Leaders

### What has the FLP helped you design and deliver?

I was tasked with setting up Blackboard as a virtual learning platform for our trainees. I have worked with the Training Programme Directors and Admin team to successfully create courses and pages that not only allow our trainees to access educational resources that match our curriculum requirements,

but also careers advice, journal clubs and more. All of our virtual training days are effectively run using Blackboard now. The multiple FLP seminars I attended have given me the tools to deliver the project to a high standard, by helping me develop my own leadership style.

### Achievements

- A big achievement for me was knowing that I have the skills and knowledge to make decisions for the project without having to get reassured from my supervisors. I was able to take charge of the project and run it the way I deemed it fit, and it was extremely well-received.
- Personally, I was able to take control of my health and wellbeing by listening to and learning more about my mind and body. I have never felt better. The best compliment I received, nine months into the programme was "You just look so happy".

### What are your key learning points for the year?

1. Believing in myself, my skills and knowledge.
2. The importance of work-life balance.
3. Everyone has imposter syndrome, no matter how senior they are.

### What have been your biggest challenges during your post?

My biggest challenge was accepting that I didn't have to be working every minute of every day, and appreciating some down-time. Coming from a very fast-paced specialty, I would always feel guilty if I was able to take a longer lunch break or spread out my meetings to have breaks in between.

I had to learn that I did not have to do every job immediately and I could respond to that email the next day instead of at 11pm, or trying to multi task during meetings. My productivity increased and my anxieties reduced.

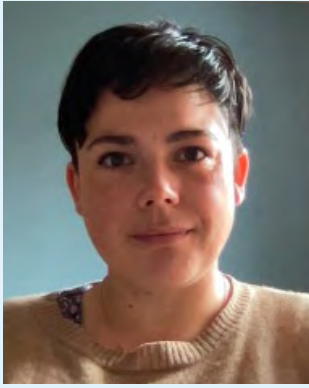
## What advice would you give yourself if you were starting the FLP now?

Don't feel guilty for finishing work early or not having as much work to do. Everything you do in this year is helping you become a better person and

leader. This is a well-deserved position and if it feels like a break, enjoy it!

### Future plans

I go back into training from August with the aim to complete more specialty exams in the next few months. I hope to be able to use my newly acquired skills not only in my shop floor work, but also behind the scenes.



# Alanna Scally

## ST6 Renal / General Internal Medicine

FLP Supervisor: Dr Peter Hammond

IM stage 2 curriculum implementation – HST teaching programme/placements for new group 1 specialties

PG CERT    University of Glasgow    Health Professions Education

### What has the FLP helped you design and deliver?

The originally planned project was to improve the teaching programme for GIM registrars.

This was ultimately derailed by extended sick leave in the middle of the fellowship. I mapped the current teaching against the curriculum and carried out a survey looking at trainees' perceptions of the current

teaching programme. I also spent time becoming familiar with the teaching platform, and facilitated/supported presenters in a few of our teaching sessions.

However my original ambitious ideas of an entirely different programme were shelved by a long absence.

### Achievements

- I was proud of volunteering to co-chair sessions at national conferences with fairly large audiences – quite nervewracking!
- I've also become much more confident in delivering virtual teaching sessions to larger audiences.
- The PG cert – I still have to finish one module but am expecting to complete this early next year.

### What are your key learning points for the year?

Perfectionism is the enemy of done!

Making time for reflection is very important. At the start of the year I set up time in my diary each Friday for reviewing what I'd done that week, how I was progressing on my overall goals, what I needed to

focus on next week, and also thinking about what I was avoiding or finding difficult and how to address that. It's easy to lose track of the big picture in the busyness of clinical work, and I think having established this habit will be very helpful going forward.

## What have been your biggest challenges during your post?

On the practical side, getting used to communicating primarily by email was difficult, as was working from home. I prefer the immediacy of face to face conversation and because that's the default in clinical work, I hadn't realised how strong a preference it was until the change to desk-based remote work. The main learning from this was that sometimes you just have to get on with doing things you don't like – and scheduling tasks you find unpleasant first thing in the day can help with this.

The biggest challenge overall has been letting go of perfectionism. The end of the FLP post looks a lot different to what I'd anticipated at the start. I've learned a lot from the courses, from learning sets with other fellows, from virtual discussions over a coffee and most of the things I've learned would be hard to put on a CV or a job application. I've learned how to manage my expectations of myself, how to take care of myself in challenging situations, how to be more assertive, how to use support from colleagues to help me develop my ideas, peer coaching skills and much more – all very important lessons that I needed but couldn't recognise until I let go of the ideas I had about what I should have done.

## What advice would you give yourself if you were starting the FLP now?

- Use a paper diary.
- Don't be afraid to adjust goals and plans as things change.
- Register for all the maxcourse courses early on whilst there's more free time in the diary.
- Take advantage of being in a post where your development is the main priority.

### Future plans

Returning to clinical training – I am eager and ready to go and feel a lot of the tools I've learned will help me navigate the training environment and healthcare system in a more balanced way.

Hoping to finish my PG cert and have education be a significant part of my future consultant job – both teaching and the pastoral support side of trainee support.



## Dr Thomas Lane

**ST5 in general adult and older adult psychiatry**

**FLP Supervisor: Dr Ben Alderson**

**Developing the future mental health workforce**

**PG CERT   Hull York Medical School   Health Professional Education**

### What has the FLP helped you design and deliver?

My FLP project has been centred around inter professional education and creating a learning opportunity that is meaningful for all healthcare students. Through the project I have collaborated

with those involved in education across different trusts and universities, making important links for the future. The post has also given me opportunity to lead other programmes and deliver teaching.

### Achievements

- I designed and ran five inter professional student workshops over the course of the year. This was presented as a poster at the FLP Conference and has been accepted for presentation at RCPsych International Congress.
- I co-ordinated the Leeds psychiatry teaching programme for foundation doctors, which I presented as a workshop at the School of Psychiatry Annual Conference.
- I developed a series of sessions for 3rd year medical students at the University of Leeds to support the transition from being university-based to being placement-based.
- A group of trainees and I organised a regional event for all psychiatry trainees to meet with senior leadership figures from the regional mental health trusts and the School of Psychiatry.
- I delivered psychiatry teaching to IMT doctors across Yorkshire and the Humber as part of their regional teaching.
- I have been the trainee representative at the LYPFT Medical Education Committee, advocating for the training needs of junior doctors.
- I completed my PGCert in health professional education and implemented this learning into my own teaching, teaching programme design and feedback to others.
- I have attended a range of other courses and conferences throughout the year in the areas of leadership, medical education, EDI and sustainability.
- I shadowed the Medical Director at a range of trust meetings to gain insight into their role and the structure of the trust.

### What are your key learning points for the year?

This year has given me time and space to reflect upon what is important to me, and what my long-term career plan might look like. It has enabled me to think

about what the priorities are when I return to training, and what projects I need to set aside.

## What have been your biggest challenges during your post?

- It took some time to adjust to a non-clinical post in which I predominantly work by myself and from home. Having spoken to peers, I think this is a common experience and that it is overcome by working through it.
- Time management has always been a challenge of mine and the flexibility of FLP initially made this worse. I had to implement boundaries around work time and create ways to prioritise.
- Self-motivation has been a challenge at times this year and at these points, I found it useful to take a step back from the project and do something different.

## What advice would you give yourself if you were starting the FLP now?

It's okay to feel lost at the start. Approach people and ask for opportunities.

### Future plans

I am returning to my psychiatry higher training in August. For the remainder of my training I will prioritise gaining the experience and qualifications that I need to support my long-term goal of having a split clinical and medical education consultant post.



# Chris Kenworthy

## ST5 Psychiatry Registrar

FLP Supervisor: Jo Evans

Quality Improvement

PG CERT

University of Dundee

Leadership in Healthcare

### What has the FLP helped you design and deliver?

I have been part of the Continuous Improvement (CI) Team at SHSC and have coached several other clinical and non-clinical teams in the trust to make improvements. The team mostly uses the techniques from the Microsystem Coaching Academy and I have nearly completed my training for this officially. With the CI team, I have trialled "Improvement Days" with a team to help instigate a culture of improvement. I have also been involved with the

annual QI conference at the trust and have been part of training others in QI and supported Quality Improvement Forums. Outside of QI, I have led on the weekly Post-Graduate teaching/training programme for the trust, been part of a group setting up a Psychiatry Training Course and have led on the teaching programme for Physician Associates in the trust.

### Achievements

- Making a difference by supporting other teams using coaching methods.
- Completing the PG Cert.
- Attending conferences and presenting posters/workshop.
- Feeling more confident in my leadership abilities.

### What are your key learning points for the year?

- Quality Improvement and Microsystem Coaching theory.
- Self-directed working and working from home.
- Work/life balance.
- Getting a keener grasp on "leadership" and what it means and how my style and skills can impact on others and my ability to lead.

## What have been your biggest challenges during your post?

My microsystem coaching training was delayed due to COVID-19. I therefore had to learn “on the job” initially shadowing others in the team and then being observed. Learning the theory and skills quickly and mostly by myself was tricky, but I was very well supported and shows the power of a strong team looking out for each other. At no point did I feel out of my depth.

Working from home for almost all the year was also a challenge initially. The main impact was socially and living some distance away from many others on the course made this trickier. This was combated by joining courses, training and meeting up with other fellows socially. In the end, I found I prefer working from home.

## What advice would you give yourself if you were starting the FLP now?

- Optimise your working space (get a comfy chair!).
- Don't overbook yourself – give yourself time to think and reflect.

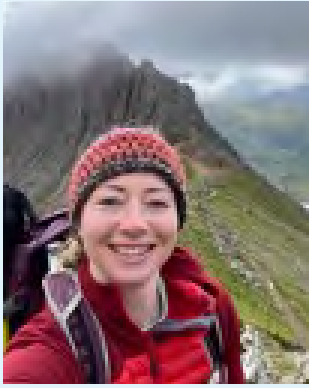
### Future plans

Continue to use my personal development time focussed on QI

Continue coaching teams in the trust

Share what I've learned with other trainees

Take my new work/life balance skills into my clinical posts



# Rachel Pennington

## ST6 Obs & Gynae

FLP Supervisor: Clare Ginnis

Quality improvement and technology enhanced learning

PG CERT    University of Dundee    Medical Education

### What has the FLP helped you design and deliver?

- QI training and participating in QI projects at the trust gradually building to being able to independently lead on projects.
- Developed a resource to be used to document QI projects within the trust.
- Assisted with various simulation sessions in the trust.

### Achievements

- Being chair of the committee for the Yorkshire O&G trainees conference and delivering a successful face to face conference.
- Figuring out what my values and priorities are and putting myself first.
- Chance to undertake training in quality improvement and build up confidence with leading projects - working with staff from a variety of areas has enabled me to appreciate the challenges different departments face.
- Finding a passion for wellbeing and positive culture.

### What are your key learning points for the year?

- Realising that I enjoy clinical work but need to find a more sustainable way to continue this.
- The importance of a positive workplace culture and some ideas to try when I return to clinical work.
- Asking for help and talking if you are struggling and learning some different techniques for how to approach difficult situations.

### What have been your biggest challenges during your post?

- Having to adjust to working from home and largely being on my own – finding ways to connect with people, making sure I had the right equipment to make sitting at a computer more comfortable.
- Feeling guilty for not being busy all the time and realising that this is ok.
- How to deal with when things don't go to plan – you may need to review and adapt your expectations, not everything will work out as you want it to.

## What advice would you give yourself if you were starting the FLP now?

- Don't panic or feel guilty when you aren't as busy as usual.
- Find ways to connect with people and get out of the house.
- Embrace the time you have and focus on doing things for you, but also don't feel like you have to say yes to everything.

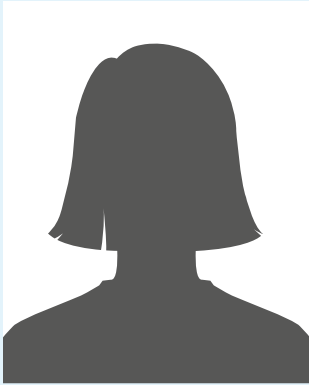
### Future plans

Go back to O&G training and get my CCT – going LTFT to help with a better work life balance.

Continue to be involved in QI work and support colleagues with this.

Promote workplace wellbeing and positive culture.

Use the leadership skills I have developed to engage better with my team.



# Eileen Marsh

## Pharmacist

FLP Supervisor: Tim Hopkins

Innovation in Clinical Trials

PG CERT

University of Sheffield

Public Health

(Management & Leadership)

## What has the FLP helped you design and deliver?

Scoping new service delivery models for pharmacy clinical trials to improve the flow of trial set-ups including:

- Proposing new team structures, staff roles and responsibilities.
- Designing and supervising a trainee pharmacist project to develop a capacity planning tool.
- Piloting new electronic systems to improve efficiency in set-up.
- Developing SOPs for costing studies.
- Training plans to support the pharmacist's role in clinical trials.

## Achievements

- Best academic achievement ever.
- Produced my first conference poster.
- Re-establishment and chair of the Y&H clinical trials group.
- Bridging the gap between the NIHR and pharmacy by working on a proposal for a regional pharmacy clinical trials post.
- Extending my knowledge of ATIMPS through the ATTC Network to help with the future delivery of these novel agents.
- Involved in creating a national haematology/ oncology pharmacy clinical trials network.
- Improving my knowledge of QI methods by completing the microsystems coaching academy course.

## What are your key learning points for the year?

By signing up to all the FLP courses on offer and taking advantage of the coaching session provided this year I have learned a lot about my leadership style, personal values and the importance of bringing my true authentic self to work.

Having the confidence to set boundaries or say no when asked to take on a new task.

The power of group work, collaboration and never giving up when it comes to improvement work.

## What have been your biggest challenges during your post?

At the beginning I felt a lot of pressure to come up with a specific project that would deliver meaningful results within a set timeframe, from those who had sponsored my leadership year.

The project goals and timelines didn't necessarily fit in with current NHS priorities. I often felt guilty at times, and much to the envy of others of having the luxury of protected time to carry out improvement work while colleagues were having to deal with a backlog of work due to COVID-19.

Implementing changes in the NHS is often hard, can take a long time and can be very frustrating when ideas aren't accepted but seeing the positive impact even the smallest of changes can have on the day-to-day job is very rewarding.

## What advice would you give yourself if you were starting the FLP now?

- Embrace all the new experiences and possibilities that this year will bring but be kind to yourself and set realistic expectations of what you can achieve, times flies by before you know it.
- Networking is key to push boundaries and deliver new ways of working, it's amazing what other great work is going on out there.
- Avoid unnecessary stress by starting our PG cert assignments early.

## Future plans

I am moving on from my post in clinical trials which I have held for the last 7 years to lead and manage a team ensuring the safe prescribing of chemotherapy in the South Yorkshire Cancer Network. This is an exciting opportunity where I will be able to apply and develop my leadership skills that I have learnt this year and continue my quality improvement journey.



## Galine Fattal

### Registrar in Obstetrics and Gynaecology

FLP Supervisor: Dr. Shirley Brierley

Growing a Diverse Public Health Workforce

### What has the FLP helped you design and deliver?

I was involved in the organisation and delivery of the School of Public Health recruitment open day. Following this, I hosted a focus group to learn about barriers into entry to Public Health (PH), and have made some changes to make information more accessible to potential applicants. This includes:

- Developing a standard email response for all people interested in Public Health, signposting to available resources.
- Leveraging registrar experiences through Registrar Profiles on the website.
- Developing 'Meet a Registrar' Drop in sessions to reduce the inequality in access to social capital.

With my EDI PH colleagues, we organised an online learning event around EDI open to the whole school which allowed us to reflect on our privileges and biases.

I was involved in the implementation of the Reverse Mentoring programme for Training Programme Directors, and there is hope for this to be rolled out further, and is being piloted within the RCOG.

With Sara Page and Sindhu Arjunan, we have developed a workshop called 'Action towards Equity and Belonging', which we hope to be able to offer to the incoming FLP cohort.

Assisted in the planning of the National Learners Assembly HEE EDI conference that showcased the excellent work being done by EDI fellows across the country.

### Achievements

- Upskilling all my tech.
- Taking forward several projects.
- Presenting and attending several conferences.
- Making a speech in front of 300 people at my sister's wedding.
- I got to work with some incredible people, many of whom I have not yet met. A huge thank you to the FLP, but also, crucially, the School of Public Health in Yorkshire and the Humber who have taught me so much.

### What are your key learning points for the year?

I have had a lot of time to reflect and think about how I work best, and how I can take this forward into my clinical work. I have experienced genuinely

compassionate leadership, and I hope to continue developing this skill.

## What have been your biggest challenges during your post?

Long term project management, having several things on the go at the same time, has been difficult, and something I am still working on. Things take

longer than I imagine, and my default is to be 'last-minute' which is not manageable when working in a group.

## What advice would you give yourself if you were starting the FLP now?

- Book time in after meetings to action the things discussed.
- "You are the project".
- Choose your PG cert well ahead of time.
- You don't have to be good at everything – somebody will certainly know how to do things better than you, find that person and work with them.
- Aim to be a little less stupid everyday.

### Future plans

I am looking forward to take my experiences and learning back into the clinical setting, and set up a few projects around EDI within my next rotation. I feel empowered to put myself up for things that I wouldn't have considered previously, and see leadership as an ongoing process, not an end point.



# Ben Hughes

## Paediatrics ST5

FLP Supervisor: Mathew Mathai

Enhanced Paediatric Nursing Skills (EPNS) course

Enhanced Paediatric Nursing Skills for Surge (EPNS4Surge) course

PG CERT    University of Aberdeen    Psychology in the Workplace

## What has the FLP helped you design and deliver?

### Project 1:

I was the course lead for the EPNS course. Involved in planning, coordinating, creating additional content, and delivering teaching for it. This University of Bradford Masters-level course has now been standardised with discussions underway to disseminate across the country and embed in different deaneries so all nurses can access this training. EPNS aims to 'equip, inspire and empower' nurses to not only develop themselves and their skillset, but also take a leading role in helping develop acute paediatric services within their trusts.

### Project 2:

The EPNS4Surge course was developed in response to the seasonal 'surge' in respiratory patients seen in paediatrics. By creating a shortened online version of EPNS (accessible through electronic learning for healthcare – eLfH) that can be accessed freely by nurses and trusts, we hoped to try and mitigate for problems such as higher patient volume and staff shortages by up-skilling the existing nursing workforce with recognition and management of common respiratory problems (Viral wheeze, asthma, croup, bronchiolitis). I created elearning, clinical teaching videos, various handbooks and assessment materials so that trusts could run the course themselves. By providing a shortened version we hoped that successful nursing candidates would then explore completing the full EPNS course.

## Achievements

1. Course lead for a University Masters-level course (EPNS).
2. Adapted a hybrid learning course (EPNS4Surge) and launched it via eLfH.
3. Confidence in hosting and chairing meetings with representatives from RCPCH, HEE, University of Bradford & Leeds, or within BTHFT.
4. Facilitated multiple CPD sessions for Leeds University postgraduate learning, including introducing OSCEs to a University in Palestine.
5. University of Leeds roles: 2nd year personal tutor, 5th year educational supervisor, 4th year re-sitting student tutor, BSc Clin Ed project supervisor.
6. Invited to talk at various regional and national conferences or workshops about Quality Improvement and EPNS.

- 7. Recorded a podcast with Two Paeds in a Pod.
- 8. Became an NLS instructor.
- 9. PG Cert in Healthcare Leadership (University of Dundee).
- 10. 10 poster presentations and 4 oral presentations across 6 different conferences.
- 11. Inspirational Teacher of the Year Award for Leeds MBChB.

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## What are your key learning points for the year?

I am a more rounded and reflective person because of my time on the FLP. I cannot recommend it highly enough! I understand myself better, I understand

my role in the wider context of healthcare and have truly been inspired to take on challenging roles and conversations in the future.

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## What have been your biggest challenges during your post?

Taking on too much and at times neglecting the social side of the FLP. I never really found a way around this, but my personal development and

project didn't suffer so it was a sort of sacrifice I was willing to accept in the end.

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## What advice would you give yourself if you were starting the FLP now?

Create a Gantt chart early!

## Future plans

With the skills and contacts gained I want to continue my work within paediatric service delivery and hope to influence workforce planning in the future.

I will continue to combine my passion for education and leadership alongside my clinical development, as well as inspiring the next wave of healthcare leaders!



# Bianca Caudwell

## Diabetes Specialist Midwife

FLP Supervisor: Susy Stirling

Building a Virtual Learning Environment (VLE) for the FLP

Embedding Equity, Diversity and Inclusion into the FLP

PG CERT

University of Derby

Leadership and Management  
in Health & Social Care

### What has the FLP helped you design and deliver?

- Developing a range of resources for Fellows, Bidders and Educational Supervisors, with the aim of embedding equity and inclusion into the FLP.
- Implementation of a VLE for the FLP via Blackboard.
- Planning and delivery of the FLP annual conference 'Leadership for all in a digital world'.

### Achievements

It has been an absolute privilege to be a part of the FLP this year. Some personal highlights include:

- The connections and friendships formed with other fellows.
- The learning generated from FLP courses and interactions with others.
- Being guided and supported by a supervisor who embodies compassionate leadership.
- Stepping out of my comfort zone and into the 'spotlight'.
- The vast improvement in my IT skills as a result of working remotely and virtually.
- Opening and closing the FLP conference, and seeing it all come together after months of hard work.
- Being involved in the FLP recruitment process from start to finish.
- Expanding my professional network.
- Seeing a real change in how I see myself as a professional, a leader, and a person.

### What are your key learning points for the year?

- What you initially think your project will 'look like' may evolve into something completely different – and that's OK!
- Self-awareness is key for effective leadership. Get to know yourself; your strengths, weaknesses, and blind spots.
- Stay true to your values.
- Failure and mistakes are not the end of the world – we are all human. Learn from it and move on.
- Personal development is just as valuable as 'outputs' – we all need and want different things from the FLP.

## What have been your biggest challenges during your post?

- Overcoming imposter syndrome and chronic self-doubt. Coaching helped me to work through this, as did the FLP courses.
- Working remotely from home has been both a blessing and a challenge. Scheduling in frequent interaction with other fellows is so important.

## What advice would you give yourself if you were starting the FLP now?

- You are worthy of being here. Stop being so self-critical and show yourself the same compassion you show to others.
- Embrace the uncertainty and flexibility of the FLP.
- Make the most of the personal development opportunities. You will likely never get this protected time again.
- Schedule time to reflect on your learning following courses/meetings/webinars.

### Future plans

I will be starting a new post at a different Trust in August as the Lead Midwife for Diabetes and Weight Management. I intend to put my learning from the FLP into practice to develop the service and the team.

I am open-minded about the future and feel I have the skills to take on more senior leadership roles should the right opportunity arise.



# Sammy Mercer

## Future Leader Fellow

FLP Supervisor: Ms C Murphy

Innovation in Clinical Trials

PG CERT

University of Sheffield

Public Health

(Management & Leadership)

## What has the FLP helped you design and deliver?

This year has helped me to design, deliver & evaluate communication courses aimed at International medical graduates. These courses were tailored for various post graduate schools & received excellent feedback. I have also been analysing and evaluating existing communication courses aimed at International Medical Graduates.

In addition I have been involved in creating conferences, one for the future leader programme and one for HEE. Both had the theme of diverse leadership. Finally I have started to work on identifying themes within the pediatrics community as to why doctors are leaving the specialty & what support we may be able to offer IMG's in the specialty.

## Achievements

I really enjoyed working on the FLP conference and working on my pgcert on healthcare leadership. Both allowed me to meet people I wouldn't usually

meet. I also got to expand my skills by trying new management skills out with the conference organisation.

## What are your key learning points for the year?

Understanding leadership styles better & being more aware of how people lead.

Understanding how NHS leadership works & how policy changes make an impact on this.

## What have been your biggest challenges during your post?

Being able to make my points in an effective & compassionate way. I have learnt from it how to speak better or when to listen. I have also learnt how to process new ideas more effectively.

Working from home- how to manage your time effectively and get used to being master of your own schedule.

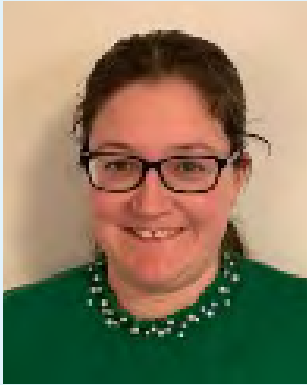
Understanding that it is ok to have time for self reflection or to be working in an environment where you are not always working flat out as you would perhaps in a clinical environment. Learning how to deal with the isolation of working from home & working out how to appreciate the value of social interaction of work.

## What advice would you give yourself if you were starting the FLP now?

- Book your leadership qualification early as places fill up quickly.
- At start of the year book on to as many maxcourse courses as you can do.

## Future plans

Returning to medical training & viewing leadership with a new perspective.



# Jacqueline Clarke

**ST7 O&G**

**FLP Supervisor: Karen Poole**

**Clinical Leadership Fellow WY&H Local Maternity System**

**PG CERT    University of Derby    Leadership and Management  
in Health & Social Care**

## What has the FLP helped you design and deliver?

- WY&H Local Maternity System (LMS) helps to steer and support the national Maternity Transformation Programme (MTP).
- Decisions on local priorities are made.
- During my time with the LMS their role has also changed from being the support to also monitoring the assurance around some of the outcomes for MTP.
- Following Ockenden report then this tailored the local response around safety and serious incidents as well as MDT learning.
- I have been involved in designing a process to allow the LMS have oversight of Serious Incidents and HSIB cases in maternity and also design a way of performing a thematic analysis to help develop learning from incidents.
- I have also chaired the WY&H LMS Safety forum which is the portal through which learning from these incidents are shared.
- I have collaborated with a data analyst to develop a dashboard to help track and monitor the themes. This is now operational.
- I have contributed to discussions around direction of travel and measuring the pulse of the willingness to implement change helping the LMS gauge as a core team how much support to give. My contributions have been informed in the year through my engagement with staff and clinical teams as well as management teams within trust within maternity.

## Achievements

- Operational Serious incident Dashboard.
- PG Certificate in Leadership and Management.
- Babyline training for investigating serious incidents.

## What are your key learning points for the year?

- Engagement skills including communication is the key to implementing change. I feel I have had the time to try things and approach staff in different forums and see where my biggest forward progression has been.
- I have used particular skills learned in FLP course such as effective meetings to aid my engagement through developing my agendas or round table discussions.
- My confidence in presenting work and writing reports has improved and I have also learned specific things such as language to use from my supervisor. Also knowing your audience when writing reports.
- Also identifying stakeholders in any project and ensuring that there is the right level of authority around the table to ensure forward progression.

## What have been your biggest challenges during your post?

- Time, I really feel most of my projects are a continuum and would like to have more time to continue to work on them. At the same point now looking back I feel ensuring projects are sustainable without you.
- I felt the challenge I had and will continue to have is asking of staff in a pressurised system to implement changes. This needs to be considered and done in a way so as to support not overwhelm. I have had loads of examples of this over the year. There is not enough bodies around so prioritise outcomes and taking small steps is what I have learned. Also consider deadlines and work collaboratively with the person tasked with this and be willing to be flexible.

## What advice would you give yourself if you were starting the FLP now?

- Identify the key area you wish to focus on. This is a challenge and it will depend on what is around you. My project was very dynamic and responsive to an area of healthcare that has received a lot of attention nationally in my time with the FLP.
- It's a very fast year but taking some time to set goals that have a timeframe.

### Future plans

Continue to chair the WY&H LMS Safety Forum.

Offer my skills from the babylife line investigation training to my next trust and the implementation of PSIRF is coming.

Start to make my plans to apply for consultant jobs and have conversations with clinical directors about my goals for my career in particular service development as well as my work life balance.



# John Navis

## Pharmacist

FLP Supervisor: Dr Sherena Nair  
Dr Ali Cracknell

Quality improvement – Development of Leeds Teaching Hospitals NHS Trust (LTHT) perioperative medicine pathways

PG CERT    University of Derby    Leadership & Management  
in Health and Social Care

## What has the FLP helped you design and deliver?

- Development of the business case for the expansion of the trust perioperative medicine service.
- Improvement in trust pre-operative anaemia service, widening access for patients through empowerment and trial of non-medical healthcare professionals managing and facilitating treatment.
- Mapping and planning of new roles within the perioperative medicine service.

## Achievements

- Undertaking lead investigator training and leading a level 3 serious incident investigation within LTHT.
- Submission of QI poster and abstract for the FLP conference 2022.
- Attendance at various other conferences including Kings Fund and DeMec.
- Completion of PRINCE-2 project management course.
- Completion of the PgCert in healthcare leadership and management.
- Undertaking the huge breadth of courses available to fellows in the FLP year including Myers Briggs and effective meetings.
- Involvement in development and hosting of several trustwide events including AHP day and the annual Junior doctors awards event.
- Participation and presenting work at board level trust and executive meetings.
- Undertaking a retrospective survey to review the outcomes of the LTHT FLP program. This has been presented at board level meetings within the trust and hope to use it to widen access to leadership opportunities.
- Providing leadership to trust operational meetings and also quality improvement collaboratives.

## What are your key learning points for the year?

- Networking is crucial to grow and develop yourself as a leader but also to the success of your project. To be successful you have to take people along on your journey with you, it's impossible to do it alone!
- The most important aspect of the year is your personal development, you are the biggest project. The FLP gives you the time and space to really focus on you as an individual and a leader.
- The FLP programme and learning alongside like minded people has given me the self confidence and skills to aspire to a future senior healthcare leader role.
- Be open to change and don't hold your ideas too tightly.

## What have been your biggest challenges during your post?

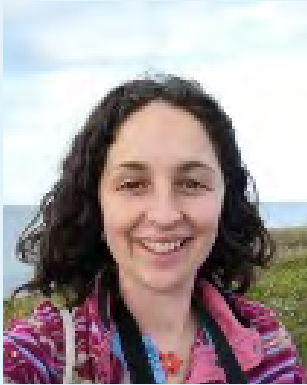
- It took time to adapt to working in a virtual world but I quickly learnt how to conduct a meeting virtually and to ensure effective outcomes – I highly recommend the effective meetings course!
- Work/life balance can be tricky sometimes as your work can easily blend into evenings and weekends, especially in during PgCert deadlines.

## What advice would you give yourself if you were starting the FLP now?

- The main priority of the year is the development of yourself! The project is important but not the most important outcome from the year.
- The year honestly goes so quickly, enjoy every minute of it.

## Future plans

I feel I have grown so much throughout this year that I need to identify a role whereby I can build on the leadership skills gained this year. I have aspirations to obtain a senior leadership position in the not too distant future, whereby I can exert my greatest sphere of influence.



# Sara Page

## ST3 Geriatric Medicine

FLP Supervisor: Mr James Tomlinson  
Ms Sarah Kauffman

### Workplace and training Culture

PG CERT    University of Lancaster    Medical Leadership

## What has the FLP helped you design and deliver?

The FLP has been an excellent opportunity to explore workplace and training culture. I have collected some interesting data about culture in the Future Leaders Programme and in an NHS Trust through surveys and interviews.

I have had the opportunity to develop and deliver workshops to a variety of audiences. I am working with an NHS Trust to develop some interventions develop training culture and this work is ongoing.

I have attended a number of Maxcourses and conferences that have allowed me to develop my knowledge and self awareness

I have really valued the opportunity for self reflection and self development. Attending maxcourses and conferences have been particularly valuable.

## Achievements

- Poster presentation at ASME ASM – awarded TASME ASM Communications Prize.
- Poster presentation and delivered a workshop at AOME Conference.
- Poster presentation at NACT Conference.
- Poster presentation at FLP Conference.
- Workshop at FLP Conference.
- Workshop at TASME conference.
- Appointed Vice Chair of Yorkshire and Humber Trainee Forum.
- Co-created workshop “Developing a culture of equity and belonging”.
- Re-established Leadership Connections using a virtual platform.
- Presented at a FLP bimonthly and hosted journal club.
- Multiple formal and informal teaching opportunities.
- Facilitated Differential attainment in SJT workshop.

## What are your key learning points for the year?

- Invest time in developing relationship with peers – their ideas, support and friendship are so valuable.
- Turn frustration into curiosity.
- Ask for help – there are many wonderful people able to help if you ask.
- Listen.

## What have been your biggest challenges during your post?

- Imposter syndrome – I have learnt that this affects most people and I can now recognise it and ask for support if needed.
- Learning new skills to work effectively in a virtual environment.

## What advice would you give yourself if you were starting the FLP now?

- Get coaching early.
- Invest time in developing networks.
- Do as many Maxcourses as possible.
- Monthly “check in” to review aims and progress. This is an opportunity to recognise achievements and focus goals.

### Future plans

I am returning to clinical training LTFT. I will continue work on culture on the enhanced alumni offer.



# Sanah Sajawal

## ST6 in Rheumatology

FLP Supervisor: Mr Craig Irvine

Self-assessment in Foundation ARCP and Specialised Foundation Programme selection.

Yorkshire and Humber Foundation School

PG CERT   Hull York Medical School   Health professions Education

## What has the FLP helped you design and deliver?

As part of my FLP I have undertaken two projects. For the first project I developed and implemented Best Practice self-assessments for mid-point and end of year Foundation ARCPs. These are now being used by all foundation doctors in Yorkshire and Humber Foundation School (YHFS).

My second project focused on developing a self-assessment for Specialised Foundation Programme (SFP) selection. After piloting this with 2022 SFP applicants, I have now produced an academic and a soft-skills self-assessment. YHFS will be using these as part of their 2023 SFP recruitment process.

## Achievements

### Project related

- Oral Presentation and discussion – YHFS Committee meeting.
- Oral Presentation – Y&H Foundation Away Day 2022.
- Best Practice self-assessment workshop – Y&H Foundation Away Day 2022.

### Other achievements

- Development of mark scheme for white space questions used in 2022 SFP recruitment and part of marking panel.
- Interviewer for SFP 2022 recruitment.
- Panel member for YHFS appeal hearings.
- Panel judge for oral and poster presentations for HEE YH Academic Presentation Day 2022.
- Panel member for HEE Specialist Foundation Programme Review Group.
- Committee member and facilitator for the TED-inspired panel session at The Future Leaders Annual Conference 2022.
- Poster Presentation- Future Leaders Programme Conference.
- Oral Presentation – Y&H Rheumatology Wednesday Afternoon Academic Meetings (WAAM).
- Poster Presentation- British Society for Rheumatology Annual Conference 2022.
- Appointed West Locality Lead Y&H Trainee Forum Executive.



## What are your key learning points for the year?

This year has been an amazing year as it has provided me with numerous opportunities to learn new skills, develop and implement my ideas and reflect on my development needs. Specifically, it

has given me the time to think about the type of consultant I want to be and how I can utilise my new skills in that role. This would not have been possible whilst working a busy clinical job.

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## What have been your biggest challenges during your post?

As an extrovert, working from home has been very challenging. I struggled with this especially at the beginning and it took some time to adjust.

However, over the year there have been a few opportunities to meet face-to-face which has helped to get to know others.

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## What advice would you give yourself if you were starting the FLP now?

It will take time to adjust to working from home and having flexibility. This is normal and what most FLP fellows will also be experiencing.



## Future plans

To undertake a research project evaluating the effectiveness of the two self-assessments for academic selection.



# Laura Myers

## ST5 Paediatrics

FLP Supervisor: Dr J Clark

Medical education/wellbeing/leadership

PG CERT   NHS Leadership Academy   Mary seacole Programme

### What has the FLP helped you design and deliver?

**Junior doctor wellbeing** – looking at the wellbeing/rest and relaxation facilities at The Rotherham NHS Foundation Trust. The results of the survey helped to make changes to rest areas such as the provision of hot meals out of hours. Also increased awareness of wellbeing resources available including a lecture from BMA rep.

**Leadership** – development of a leadership area within the medical education website. This includes relevant courses and opportunities alongside links for portfolio guidance for specialities and foundation doctors. There are some profiles of senior leaders talking about their route to their leadership post.

### Achievements

- I won the Ian Noble essay prize for those working in healthcare for >5 years.
- Setting up a neonatal simulation programme for junior doctors.
- Getting to do more teaching.

### What are your key learning points for the year?

Sometimes you need to be selfish and prioritise your learning needs. There is no place for guilt for taking time for yourself – it will make you feel better in the end. Learn to say no to projects that you are not suited to/don't have time to complete – this will mean you

can focus on projects that you have more interest in. Be open to any opportunities that come your way, you never know who you may end up talking to or what may present itself to you.

### What have been your biggest challenges during your post?

Feeling guilty for not working clinically – it is not my responsibility to fill gaps in rotas and there are other people that can work those shifts. Taking this time

out has helped me to appreciate and find the joy and love for my job that had been tarnished before.

### What advice would you give yourself if you were starting the FLP now?

Be open, be flexible and be confident. Don't expect the same pace of life as with clinical work it will be

good for you to take a step back.

### Future plans

Application for specialist training.

To try and bring what I have learnt through FLP back to clinical work.



# Dr Kathryn Saul

**ST5 Obs & Gynae**

**FLP Supervisor: Dr Rosalyn Jewell**

**Clinical Leadership Fellow in Integrated Clinical Genomics**

**PG CERT**

**University of Dundee**

**LLM Healthcare Law and Ethics  
(1st Year)**

## What has the FLP helped you design and deliver?

My project was to map current practice in the coronial services and pathology department following postmortem for Sudden (adult) Cardiac Death at LTHT, aiming to improve referral processes into the Inherited Cardiac Conditions service and Genomic Medicine services.

I completed the pathway mapping process following a Sudden Unexpected Death (SUD) and identified current referral and other issues in the pathway, with

possible solutions and areas for development.

A national NHS and Coronial SUD programme also commenced in July 2021 and due to this pilot study, I have not been able to implement any changes of my own. However, I was able to attend their meetings gaining valuable insight into how a national pilot study is led, the challenges it faces and how these are overcome.

## Achievements

Without doubt, the highlight of my year has been working as part of the clinical leadership fellow team at LTHT on various projects including AHP Day, the Junior Doctor & Dentist Awards 2022 and our Charity Night Walk complete with well deserved fish and chips!

My other achievements include;

- Completed Year 1 of Masters in Healthcare Law and Ethics.
- Joint project implementing a mentoring scheme for ST1/2 O&G trainees in Yorkshire (Poster Presentation at RCOG World Congress).
- Completion of Mental Health First Aider Course.
- Completion of Lead Investigator Course – Incident Review Skills.
- Completion of various FLP courses available including; Myers Brigg, Effective meetings, Imposter Syndrome & Building Assertiveness.

## What are your biggest challenges and key learning points for the year?

The various courses I have attended allowed for great personal reflection & development. I have learnt how to both embrace my strengths and manage my weaknesses and also how to recognise and utilise those differing traits in others.

In particular I have learnt that I set high standards for myself and others and do not like to disappoint others by turning down projects I should say “no” to. This can lead to taking on more projects than I can realistically manage, and as I do not like to give less than 100% to a project and often struggle to delegate, I can easily end up overwhelmed.

I have learnt to be more cautious in setting realistic and timely goals for myself and others. That sometimes the right thing to do is to say no to certain opportunities, and this is not failure! and I have developed strategies to allow myself to better manage my time. I hope that I will continue to grow and develop these skills as I return to my clinical role.

## What advice would you give yourself if you were starting the FLP now?

On the one hand, take advantage of all the resources available including making time for coaching and embrace all the opportunities on offer as this is a truly wonderful year.

On the other hand, be realistic about setting timely and achievable goals & don't underestimate the time required for the Masters qualification.

### Future plans

Complete the 3 year Masters in Healthcare Law and Ethics. I hope that this will better equip me for my future career aspirations with the MDU, alongside completion of Obstetric & Gynaecology training.



## Niamh Dolan

### Occupational Therapist

FLP Supervisor: Memory Van Beek

**Increase Psychological safety of the nursing workforce in LTHT.  
CLF: Equality and Inclusion.**

PG CERT    University of Derby    Healthcare Leadership

### What has the FLP helped you design and deliver?

To design and deliver an evidence based programme to increase the presence of Psychological safety within nursing teams.

By attending maxcourse programmes and skills, I have been able to increase my presentation skills, coaching skills and able to network and benchmark with other FLPs across Yorkshire and the Humber.

### Achievements

- Presenting at medical directors meeting.
- Sharing findings with chief nurse in LTHT.
- Analysing outcomes of my projects and noting improvements in staff wellbeing on the wards.
- Creating an evidence based resource pack for leaders to implement with their teams.
- Delivering a Ted Talk at the FLP conference.
- Starting up an AHP forum within LTHT.

### What are your key learning points for the year?

- Projects take TIME and investment.
- The importance of personal and professional development.
- The role of coaching.
- Networking is so valuable.
- The importance of reflection.

### What have been your biggest challenges during your post?

Lack of self belief at the start of the FLP: using coaching and colleagues to learn and develop.

Been an AHP in a corporate nursing team: advocating for the role of AHP and the transferable skills that we all have. Time management and wanting to be involved in everything: use of outlook helped.



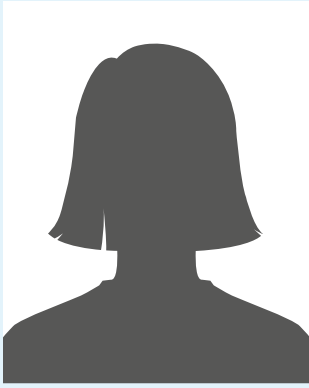
## What advice would you give yourself if you were starting the FLP now?

- Take your time with your project and see big wins as wins.
- Use coaching more effectively.
- Be kinder to myself and don't compare to others: leadership is a journey.



## Future plans

Personally, I shall be going on maternity leave but I will be seeking opportunities within LTHT to expand and implement my skills.



# Anam Ahmed

## Health Equity Fellow

FLP Supervisor: Dom Patterson/ Tom Ratcliffe

### What has the FLP helped you design and deliver?

#### I helped contribute to:

An interdisciplinary educational conference/teaching day for undergraduate students from different disciplines along the theme of health inequity. A post event survey demonstrated the educational value of this event for students who attended.

A decolonising the medical curriculum training event for medical staff at the university of Sheffield which will lead onto training workshops for staff at a later date. The session was attended by a significant amount of medical staff who left positive feedback.

I have been invited to continue working on this project and will remain involved in the race equality steering group.

Build links between the medical school in Sheffield and secondary schools in Barnsley- this work is ongoing and has had no outcomes as of yet - but the desire is to create a sustainable connection where medical students are annually invited in to schools.

### Achievements

- Helping facilitate educational group sessions with medical students on social accountability at the university.
- Mentoring college students from widening participation/under-represented backgrounds prepare for applications to medical school with the charity 'in2medschool'.
- Starting my medical education pg cert and gaining distinctions in the modules completed.
- Buying and moving into my new home.
- Having a supervisor who demonstrated flexible leadership styles and allowed me to be myself- flaws and all!
- Meeting all the Sheffield FLPs who were an inspiring bunch!
- Meeting academics and activists who are doing inspiring work which I will continue to be involved with outside of the FLP.

## What are your key learning points for the year?

My neurodiversity makes it difficult for me to work from home and to be in a role that is centred around meetings and writing.

I enjoy the structure and pace of clinical work.

I don't enjoy virtual meetings – but there are some benefits such as convenience.

Involve key stakeholders in your projects right from the start.

There doesn't seem to be much interest around the intersections of race and class within HEE despite lots of work around 'unconscious bias' and 'EDI'.

My own physical and mental health is the most important priority in my life.

## What have been your biggest challenges during your post?

Giving myself structure. Virtual meetings. Being in a space in which I feel I don't want to be- Training for staff seems to focus on 'imposter syndromes', 'mindfulness', 'resilience', 'unconscious bias', 'microaggressions and belonging'.

It feels difficult to reconcile this work when the NHS on the ground looks as bleak as it does. Black and brown staff have disproportionately died during the pandemic. Poor people continue to die disproportionately on our wards. Staff morale is at its lowest ever. This form of work then does not seem to be meaningful or rewarding for me.

It was really difficult to witness the concepts of 'intersectionality' rooted in black feminist theory, and racism, being continuously reduced to 'white privilege' focusing on prejudicial interpersonal interactions. I found most of the work around EDI as uninspiring but did not feel able to contribute to the space and instead found myself withdrawing often when these topics were the focus. I learnt I want to focus my energy outside of these spaces.

## What advice would you give yourself if you were starting the FLP now?

Don't feel guilty for prioritising yourself.

You have nothing to prove to anyone.

Be realistic with what you can achieve with the tools you have.

Remember you have the rest of your life to make a difference in your community. Your existence in these types of management and leadership spaces is political- but that doesn't mean this is a place you need to be in order to make change - or that it is good for you in the long run.

## Future plans

Finish GPST3 and my pg cert in med ed.

Become more active in my local branch union.

Contribute to local projects ran by the local community; roma network, zest centre, and firvale healthy living.



# Jonathan Topp

## Physiotherapist

FLP Supervisor: Dr Alison Cracknell

No specific project. Main aim was to function as ambassador for Quality Improvement and Leeds Improvement Method at LHTT.

Undertook QI project work looking at the prediction of future falls risk in the older patient attending ED with a fall.

PG CERT    University of Bradford    Health and Social Care and Improvement and Change in Health and Social Care

### What has the FLP helped you design and deliver?

- QI ambassador – QI training, coaching, attendance on numerous QI collaboratives, e.g. Falls, work with QI Partners. QI Network Event organisation. QI administration. Promotion of QI.
- Built relationships with executives. Attended corporate meetings++ e.g. Silver Command.
- PG Cert completed successfully.
- Completed numerous FLP maxcourse development courses.
- Attended FLP bimonthly meets, poster presented at FLP conference.

### Achievements

- Successfully organised and chaired 3 QI Network Events.
- Competently and confidently undertook QI training sessions as a team and individually - to a wide range of audiences. Great feedback++.
- Succeeded in producing major QI article for a future edition of LHTT Staff Bulletin.
- PG Cert – scored 92% and 90% respectively for 2 assignments.
- Worked with fellow CLFS to undertake AHP day and JDDDB awards.
- Sharing opinions with Sir Gordon Messenger and Dame Linda Pollard prior to release of UK Government report into the state of leadership in the NHS.

### What are your key learning points for the year?

- Useful feedback from 360 degree HCLM – how I come across to colleagues – care with my verbal communication style =room for improvement.
- Management and leadership are both needed in NHS.
- I'm excellent presenter and teacher – from feedback++ and I could consider moving into clinical education type role.

## What have been your biggest challenges during your post?

Lack of daily structure vs clinical working and significant WFH and virtual working. Quickly realised that I needed to include self-compassion in my

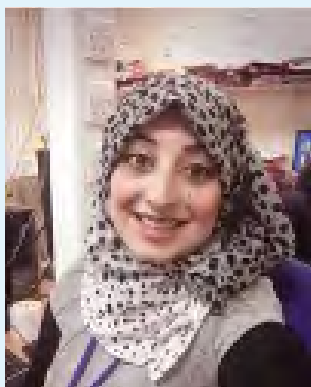
routine and find strategies to combat loneliness and risks of losing motivation. Succeeded. Enjoyed the flexibility this working pattern gave me.

## What advice would you give yourself if you were starting the FLP now?

- The first month will feel strange, will make you feel guilty (if you are a clinician) and you will question a lot of things. It will get better.
- PG Cert is a significant undertaking – make time for this.

## Future plans

Returning back to clinical role most likely in first instance, but I want to gain a corporate post with QI and teaching/education component if possible. The right post simply has not come up. The CLF year has given me more skills that look good on a CV and I am better able to meet essential and desirable characteristics in job descriptions.



## Jannat Muen

### Anticoagulation Pharmacist 8a

FLP Supervisor: Tom Downes  
Sally Edwards

EDI: Exploring patient barriers to accessing secondary care

PG CERT   NHS Leadership Academy   Elizabeth Garrett  
Anderson Programme

### What has the FLP helped you design and deliver?

- Co-designed an EDI dashboard with informatics team. This has 2 components, a workforce and a patient component. The patient side will allow us to see you is accessing A&E, accessing outpatients, accessing inpatient and DNA rates for patients according to protected characteristics.
- The workforce component allows to see staff in different bandings according to protected characteristics. The data can be filtered down to individual care groups and directorates to allow areas to take ownership of EDI.
- Delivering an EDI session at STH MCA EXPO: Bringing your whole self to work.

### Achievements

- My highlights were the FLP conference. I was part of the committee and it was amazing to see it all come together.
- I have delivered educational sessions on microaggressions and witnessing the impact they had has been really rewarding.
- I am co-chair of Leadership Connections and we have provided some great sessions that have provided safe, psychological spaces to discuss difficult issues.

### What are your key learning points for the year?

- The importance of the self-development aspect of the FLP.
- The value of coaching and mentoring.

### What have been your biggest challenges during your post?

Addressing EDI when I'm from a minoritised group has been really challenging as I often saw myself in those I was trying to advocate for. I have learned to

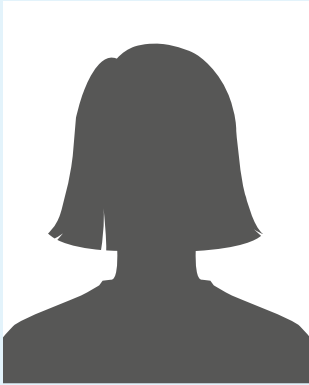
take care of my own wellbeing and recognise the small changes I have been enabled to make.

### What advice would you give yourself if you were starting the FLP now?

- The project is you, don't get too hung up on outcomes.
- You belong and deserve to be here.

### Future plans

I plan to apply for public health training in the Autumn.



# Megan Whiteley

## Occupational Therapist

FLP Supervisor: Dr Hamish McLure

Understanding what influences the future medical workforce

PG CERT

University of Derby

Leadership and management  
in healthcare

## What has the FLP helped you design and deliver?

My post involved me understanding what influences career choices and intentions of the future medical workforce.

## Achievements

- Working with individuals have never met before, and likely paths never crossing prior to this opportunity.
- Having the time, resources and space to self develop.
- Access to all of the HEE coaching and maxcourses.
  - Tedtalks on three occasions and on each occasion resulting in a really engaging discussion.
- Work being accepted at a conference in.
- Delivering 3 presentations to medical directors as a result of my project.
- Setting up an AHP forum in my organisation.
- Being involved and presenting work to a Dame.

## What are your key learning points for the year?

- What makes a good leader, and the importance of sharing this vision with others, and the importance of role modelling and behaviour.
- My strengths and weaknesses.

## What have been your biggest challenges during your post?

Confidence – I have never been an individual who can go into a room and network with people, but through the platforms this year and coaching, feel I have grown in terms of being able to do this with more confidence but recognise this is still an ongoing journey.

At times, working in person or over teams whom may have different personality styles and can at times result in conflict or a professional disagreement – from completing Myres Briggs and understanding personality styles allows to implement strategies in order to perhaps handle certain situations that can occur.

## What advice would you give yourself if you were starting the FLP now?

That it is ok at the beginning to feel out of depth, or feel lost and to use this time to read around your project and network. To not rush into a number of

things, because of the feeling of guilt as a result of transitioning from clinical to non clinical.

### Future plans

As it stands returning to clinical work, however exploring other opportunities based on the skills gained this year. Long term I would like to be in a full time non clinical role.

Likely to continue coaching through my organisation.

# Evaluation Executive Summary

## Executive Summary

From August 2021-22, **38** fellows completed the Future Leaders' Programme (FLP); (**3** additional fellows currently on maternity leave, **5** fellows completed the programme in February 2022). Of these **38** fellows, **24** were from a medical background (**7** Obstetrics & Gynaecology, **6** Medicine, **3** Paediatrics, **3** Psychiatry, **2** GP, **1** Emergency Medicine, **1** Surgery, **1** Ophthalmology, **1** ACCS), **5** Pharmacists, **3** Physiotherapists, **3** Occupations Therapists, **2** Midwives, **1** Speech & Language Therapist. **The overall response rate to the end of year survey was 92.1%.**

## Accessing the Future Leaders' Programme

Recruitment to the FLP is primarily through 'word of mouth' by from Alumni (**60%**), colleagues (**11.4%**) and managers/supervisors (**5.7%**). Issues related to accessing a secondment to undertake the programme were reported by some fellows, particularly those from an AHP background. A lack of knowledge of the programme, and engagement from a wider a range of healthcare backgrounds (outside of doctors and dentists in training) continues to be raised as an issue affecting access to the FLP.

## Overall Fellowship

The experience of the FLP was rated good or excellent by **94.3%** of fellows. The main benefits experienced by those rating the programme highly were personal development (**12 comments**), HEE provided courses supporting curriculum delivery (**10 comments**), leadership development (**9 comments**) and the supportive environment offered by the programme (**8 comments**). Fellows rating the programme as average or poor commented on the isolation associated with remote working and a lack of diversity, not matched to the wider NHS workforce.

**It has opened up my career pathway massively and I couldn't be going into my next role without all the opportunities and experiences I have had.**

**The opportunities available this year outside of the project exceeded my expectations. I have learnt lifelong lessons about my own leadership journey which I will take forward to incorporate into my future career.**

**I've had so much support through the programme and got a massive amount from it – even if what I've gained and what I've done is completely different to what I imagined at the start of the year.**

**It wasn't until I stepped away from my role that I realised I had never really had an opportunity to think.**

**Fellow fellows are probably the best aspect of this year, great culture.**

Most fellows would recommend the programme to colleagues, due to the opportunities for reflection (**6 comments**) it offers as well allowing a break from clinical work (**4 comments**) to allow future career planning (**6 comments**).

The most valuable aspects of the FLP were rated as:

- Personal development and self-management (**10 comments**).
- Quality improvement experience (**9 comments**).
- Time to undertake reflection (**8 comments**).
- Understanding of NHS structure and systems thinking (**8 comments**).
- Leadership skills (**6 comments**).

A very unique opportunity to take stock of your values and what helps motivate you in your job. It also has helped me develop an action plan in achieving my ultimate consultant job. This time is not really present in daily clinical life as there are competing priorities.

We need more leaders in the NHS and this program helps frame mindset to think about the bigger picture not just the intricacies of everyday practice.

It has empowered me to speak up for what I need from training, but also empowered me to speak up for my colleagues and patients.

I have learnt a lot about myself and how if we want to change something we need to better understand that leadership comes in many different forms/ styles, and we all work differently. Some things work better in a particular circumstance but not another.

The fellowship has completely altered my perspective on the NHS - I have developed a much greater understanding of the organisation's infrastructure and its challenges.

I have had access to training that I would never have ever thought relevant to my career, and it's changed my perception of leadership, my career, and my future plans.

This year, the work of the Fellows to the FLP has centred around inclusion. The survey highlighted some areas which are perceived by fellows to require further attention:

- Addressing challenges of remote working, further in-person networking.
- Opportunities focused specific to the wider group of healthcare professionals.
- Equity of experience for those working less than full time (LTFT).

The lack of in-person working, impacting on opportunity for networking and collaboration was cited more broadly as an area of the FLP requiring improvement. Some fellows also commented on the experience of the FLP being partially supervisor dependent (based upon their understanding of the programme, particularly around personal development expectations).

It seems that FLP seems to recruit from within our circles, and this impacts on the diversity of people who are accepted to posts.

I feel that I have missed out on opportunities because of working LTFT. The amount of work for my project and for my PGCert have been fixed and as such I have had to cut back on personal development, courses, and conferences.

Although project is only part of the FLP year it appears that some FLPs had better experiences or opportunities based on the project that they were working on and connections with wider FLPs.

My project was extremely busy and enjoyable but as things for max course where virtual I was able to fully engage. However, if these were face to face and due to my own chosen priority with my project I feel I may have missed out.

As it stands, even though I've had a wonderful time, I only feel truly connected to a very small number of people, and I'm sure that there have been missed opportunities to collaborate based on that.

## Project

Fellows' projects focused on a range of topics. These included:

- Education (**15 comments**).
- Quality Improvement (**11 comments**).
- Equality, Diversity, and Inclusion (**10 comments**).
- Workforce (**8 comments**).

Additional project areas included population health and inequalities, governance, digital health, human factors, maternity services, mental health, and patient safety.

Project work was seen as valuable as it offered chance for connection, collaboration, and networking (**15 comments**) as well as developing project management skills (15 comments). Some fellows felt that the breadth or lack of specificity in the project brief and the time take to define/establish the project impacted on their experience.

**My project has been challenging at times and has had to be cut back from the initial scope. Despite initial frustrations about this, these challenges have been learning opportunities.**

**I think spending the year building contacts and seeing what other work is happening and positively contributing to it is worthwhile - it can take a long time to create something meaningful and done well- I chose to involve myself in many smaller things in order to gain experience and contacts.**

**Similarly, to other fellows, it took a while to figure out what my actual project would be, and I therefore spent some time feeling a little lost and unsure of my purpose. However, with so many other FLP activities on offer it was easy to fill that time with other leadership development activities, which was really valuable.**

**The learning provided by the conversations.**

## Supervision

Supervision within the FLP was rated as good or excellent by **85.7%** of fellows, with **91.4%** responding that they would recommend their supervisor to a colleague. Supervisors were reported as being supportive (**16 comments**), providing autonomy (**8 comments**) and mentorship (**6 comments**). The main issue identified by those who would not recommend their supervisors was down to a lack of time and availability of their supervisor.

**My supervisor has seen mistakes (my words not theirs) as a learning opportunity and encouraged a growth mindset. She has recognised when I am finding things difficult, and has managed this in a very understanding and compassionate way.**

**I was trusted to get on with the project and my personal self-development that I valued and respected I did not feel pressured around the project as she assured me it was about my self-development which helped me to thrive.**

Almost all fellows (**97.1%**) felt they had adequate support to engage in wider FLP activities such as bimonthly meetings.

## Courses

The HEE provided courses were reported as being valuable in providing practical skills which can also be translated into the clinical environment. The most beneficial courses were:

- Effective meetings (**25 comments**).
- Presentation skills (**21 comments**).
- Action Learning Sets (**19 comments**).
- Imposter Syndrome (**18 comments**).
- Myers-Briggs Step 1 (**15 comments**).

**Sessions that have developed me personally the greatest and skills I have been able to implement almost daily in my role and as I move back into my clinical role.**

**I recently did action learning sets and it validated to me the challenges I was facing were not unique to me but also the insight I gained from removing myself and listening to others talking about their own experience was empowering.**

Some fellows commented that they would have preferred the option of in-person courses and found the duration of virtual courses challenging in maintaining concentration. The accessibility of virtual courses was acknowledged. Fellows also suggested that further courses on EDI related topics and interview skills/careers focused sessions would be beneficial.

More variety in the presenters to accommodate different learning styles.

Try to ensure that each course is offered on different weekdays to fit around those that work LTFT.

Face to face courses might be better re: to maintain concentration over longer period of time and allow more interactive conversations, but as stated before, the virtual environment has its advantages.

Some of the courses were quite long and it was really hard to stay switched on all the time especially when there was a lot of reflective work.

Now I feel I have a greater appreciation (and acceptance) of the value of softer skills - that it's not always about what you can put down about yourself on paper.

## Achievements

Fellows realised a wide range of outputs and achievements this year. These included:

- Regional, National and International conference contributions.
  - Poster presentations (**27 comments**).
  - Oral presentations (**9 comments**).
  - Workshops (**9 comments**).
- Teaching: Postgraduate/Undergraduate (**15 comments**).
- PG Certificate qualification (**14 comments**).
- Conference committees (**13 comments**).

Four fellows received specific awards related to their work on medical education, quality improvement, safeguarding and a leadership essay prize. Fellows have taken on a diverse range of roles contributing to recruitment processes (**4 comments**), acting as educational supervisors to healthcare students, and significant incident investigators (**2 comments**).

## Additional Quotes

The group of people within the FLP are the most inspiring and supportive colleagues I have met. They are great at being able to bring you along when there are difficulties. I feel the power of the FLP is in the people who are part of it.

# Advice for the FLP

Learn about your organisational structure – it will help with the implementation of your project work and increase your understanding of how the NHS functions.

It is ok at the beginning to feel out of depth, or feel lost and to use this time to read around your project and network.

Accept that it will take time to get projects started and to meet with the right people. Even though it doesn't feel like it, you will be making progress and learning as you go.

Be open minded – Try saying “yes” to things you wouldn't normally.

Be realistic with what you can achieve with the tools you have.

Organisation is key – Make a plan and try and deliver the main project early.

The projects that you get involved with at the beginning may not be the ones that you end up most proud of. Keep open minded for opportunities.

Don't be afraid to adjust goals and plans as things change.



PROTECT

SELF

NETWORKING

TIME

You are the project; give and accept importance of personal development and growth of leadership skills. The project you undertake is just to facilitate and provide examples of learning. The best output is personal development and changes in your practice.

Take time to read books and book on as many courses as possible. Focus on the journey rather than the end goal or tangible outcomes.

It will take time to adjust to working from home and having flexibility. This is normal and what most FLP fellows will also be experiencing.

Be open, be flexible and be confident. Don't expect the same pace of life as with clinical work it will be good for you to take a step back.

Enjoy it, embrace the personal development time and don't worry about what others seem to be doing or have done.

Lean into the uncertainty, take time to be still, stay curious and kind, to yourself and others.

Give yourself time and space to grow into this role... Don't feel guilty for prioritising yourself.



PROTECT

SELF

NETWORKING

TIME

Spending time listening to a podcast or meeting colleagues for a coffee is a legitimate part of the leadership learning journey.

Focus on making meaningful connections and networks of like-minded colleagues and stakeholders.

Networking is key to push boundaries and deliver new ways of working, it's amazing what other great work is going on out there.

Try to be proactive in building a network at the start of the year and meet people working in diverse roles across the organisation.

Keep track of all the things you accomplish and keep up with your networks of people that you meet along the way.

Always ask for help, feedback and suggestions from your FLP peers as they are also part of your team and very helpful and forthcoming.

Try and arrange more face to face meetings with people.



PROTECT

SELF

NETWORKING

TIME

It's OK to not be busy - embrace the freedom whilst you can. If you're not busy, be compassionate to yourself.

Book time in after meetings, courses or webinars to reflect and action the things discussed.

Monthly "check in" to review aims and progress. This an opportunity to recognise achievements and focus goals.

Do take as many opportunities that present themselves, but learn to say 'NO', as it is impossible to be able to be successful with every opportunity that presents itself.

It's so easy to look back and think 'how on earth have I spent my time?' A record will make this more tangible... You will forget some of the brilliant work you have achieved.

It's a very fast year; take some time to set goals that have a timeframe.

Embrace all the new experiences and possibilities that this year will bring but be kind to yourself and set realistic expectations of what you can achieve, times flies by before you know it.

If working remotely, utilise a timetable where you reward yourself with breaks – go out for fresh air / exercise.

Find a routine that allows you to meet your own priorities, both within and outside work.

Don't feel guilty about having time to think and reflect.



PROTECT

SELF

NETWORKING

TIME



## Conference Report

On Friday 25th March the 9th annual Future Leaders' Conference took place online. The theme of this years' conference was 'Leadership for all in a digital world'; reflecting the challenges of remote leadership over the last two years.

We had a record number of registered delegates this year – with over 400 registering to attend, we have had approximately 300 attendees access the conference platform and 174 joining us live on the day of the conference.

Delegates were treated to thought provoking keynote speeches by HEE's own Professor Laura Serrant and Inclusion Specialist Joanne Lockwood from See Change Happen. There were also panels discussions on 'Technology and Innovation in Leadership' and 'Leadership Stories'. Current Leadership Fellows shared work on their projects which included the challenges of home working, incorporating technology into the development of Support, women in leadership and digital transformation in pharmacy.

The academic poster competition, which invited contributions from healthcare professionals across Yorkshire and Humber receive 58 entries. This was won by Dr Joe Gleeson and colleagues for their work on 'STR1DE: A novel near-peer approach to FY1 core teaching'. The second prize went to Dr Jon Emeberey and colleagues for their work on 'Return to Scan: A quality improvement project developing a new protocol for Barnsley A&E Clinical Decision Unit'. The Audience choice winner was Dr Toby Morris for his work on 'The impact of suicide awareness courses for staff exposed to high acuity workloads during the COVID-19 pandemic'.

The feedback received from attendees so far has been overwhelmingly positive and is a testament to the dedication and fantastic teamwork of our committee members.



## Leadership Connections



Leadership Connections is a Network for healthcare professionals to connect and inspire each other.

Over the last year, this has been re-launched on a virtual platform by a small group of Future Leaders' Fellows. This network is an opportunity for all healthcare professionals of all grades to meet, share ideas and experiences and support one another. We meet monthly to discuss a range of leadership topics. Here are some examples of our meetings this year.



### Becoming Anti-Racist

**Recognising microaggressions and how to use your structural advantage to make a difference.**

Join us for an interactive workshop led by Ifrah Salih, Senior Lecturer in Academic Development and Inclusivity at Sheffield Hallam University.

We will explore structural advantage and different forms of microaggressions as well as the impact these have on individuals. Let this workshop be the start of your anti-racist approach.

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## My Leadership Journey

### Leadership opportunities and embracing the multidisciplinary team.

Helen Crimlisk is a Consultant Psychiatrist at Sheffield Health and Social Care NHS Foundation Trust, Associate Registrar at for Leadership and Management at the Royal College of Psychiatrists, Psychiatry Lead at Sheffield Medical School and a Senior Fellow of the Faculty for Medical Leadership and Management.

Join us for an interactive workshop to hear her leadership insights.



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## Healthcare for Vulnerable Patients

### Leading system improvement for patients facing homelessness.

We welcome Dr Lou Millington, GP and Health Inclusion Champion for Sheffield. Laura Costa, Service Manager at South Yorkshire Housing Association, Tim Renshaw, CEO of The Archer Project and someone with lived experience of homelessness to share their experiences of healthcare for patients facing homelessness in South Yorkshire.

This interactive workshop will describe our healthcare system from the perspective of some of our most vulnerable patients and the challenges of navigating multiple services.



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## Amplifying Female Voices

### Reflections from emerging female leaders.

We welcome Miss Ellie Heffron, clinical leadership fellow/speech and language therapist, Miss Megan Whiteley, clinical leadership fellow/occupational therapist and Miss Niamh Dolan, clinical leadership fellow/occupational therapist to share their experiences as emerging female leaders.

This interactive workshop will discuss the barriers that women can face in the workplace. We will consider how to lift and support our colleagues.



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Scan for the pre and post workshop questionnaire results

# Developing a culture of Equity and Belonging

Using simulation to facilitate an immersive learning experience in challenging injustice and micro aggressions within postgraduate learning. Dr. G. Fattal, Ms. M. Arjunan, Dr. S. Page

- Despite increased representation of Black and Minority Ethnic (BME) staff at senior management levels, bullying and harassment of BME colleagues has increased since 2016 (1).
- Disabled staff also experience more harassment, bullying and abuse than non-disabled staff and are less likely to be appointed from shortlisting compared to non-disabled colleagues (2).
- As a team of leadership fellows, we developed a workshop that aims to highlight the issues faced by our colleagues who have faced marginalisation, offer a space for reflection on workplace culture, and offer practical advice about challenging uninclusive behaviours in an intersectional way.
- Simulation and roleplay feature heavily in undergraduate medical education, but how to challenge uninclusive behaviours across a hierarchy is not part of postgraduate medical education.

## Examples of Micro aggressions

- Persistently getting colleagues names wrong.
- 'You look too young to be a...'
- 'Are you going to cry on me?'
- 'I just assumed you would speak that language'.
- 'Where are you really from?'
- 'LGBT.Q...R S...W.X..Y..Z and whatever the rest of the alphabet is they've added on'.

## How you might respond

- 'Can you explain that to me?'
- 'What did you mean by that?'
- 'I'm not sure if you're aware, but X isn't okay. Would it be helpful to have a chat about that at some point'.
- 'That doesn't seem like appropriate or kind language'.

The **DDDD framework of active bystander-ship** that we use to offer delegates the opportunity to act out challenging injustice in scenarios that they have witnessed or experienced, with the help of a professional role player.



## Direct

Don't ignore discourteous behaviour. Use non threatening words to calm the situation, **"I notice you're stressed. Is there anything I can do to help?"**



## Delay

Speak to the person who was inappropriate afterwards. Try something like **"I think some of our colleagues were upset by your words/actions"**



## Delegate

It's ok to ask someone else to intervene. **Escalate poor team behaviour to a senior staff member.**



## Distract

Interrupt and change the subject to alter the direction of the interaction. **Refocus the team on the task.**



## Journal Club Catalogue

Tuesday 24th August, 1pm – Kirsty Devine  
<https://www.bbc.co.uk/sounds/play/m000sj7p>

Tuesday 25th September, 1pm – Sara Page  
<https://www.mckinsey.com/featured-insights/leadership/how-centered-leaders-achieve-extraordinary-results>

Wednesday 20th October, 2.30pm – Sindhu Arjunan  
<https://youarenotafrog.com/episode-34/>

Monday 22nd November, 1pm – Sammy Mercer  
[https://www.ted.com/talks/stanley\\_mcchrystal\\_listen\\_learn\\_then\\_lead](https://www.ted.com/talks/stanley_mcchrystal_listen_learn_then_lead)

Tuesday 21st December, 12pm – Jannat Muen  
**Chimamanda Ngozi Adichie: The danger of a single story | TED Talk**

Monday 31st January, 11.30am – Hayley Boyce  
**Compassionomics: Hypothesis and experimental approach - ScienceDirect**  
(associated TED Talk: **Stephen Trzeciak: Healthcare's compassion crisis | TED Talk**)

Friday 11th February, 1pm – Darran Miller  
**Chris Turner: When rudeness in teams turns deadly | Chris Turner | TEDxExeter | TED Talk**

Friday 11th March, 1pm – Galine Fattal  
What if there is no need to change? Oriah Mountain Dreamer. From the prelude to 'The Dance', 2001. Harper Collins. ISBN: 0007112998.  
<https://www.mindfulnessassociation.net/words-of-wonder/what-if-there-is-no-need-to-change-oriah-mountain-dreamer/>

Tuesday 5th April, 1pm – Heba Abdelbari  
[https://www.ted.com/talks/amber\\_hikes\\_want\\_to\\_truly\\_succeed\\_lift\\_others\\_up\\_while\\_you\\_climb?language=en](https://www.ted.com/talks/amber_hikes_want_to_truly_succeed_lift_others_up_while_you_climb?language=en)

Thursday 5th May, 2pm – Chris Bullock  
<https://www.youtube.com/watch?v=hlhsv18lrqY>

Monday 20th June 1pm – Maria Crouch  
<https://youarenotafrog.com/episode-112-why-were-ditching-the-term-imposter-syndrome/>

Wednesday 20th July 2pm – Sanah Sajawal  
**Lorna Davis: A guide to collaborative leadership TED Talk**



## EDI Appendix

### FLP and Inclusion.

#### Our ongoing journey from awareness to action.

One of the overarching themes for the 2021-22 cohort has been developing 'Inclusion' across the FLP. Whilst several fellows have worked on specific work streams tackling equality, diversity, and inclusivity (EDI), this year the topic has been addressed more broadly across the activities of the cohort.

### Recruitment

In line with the wider work of HEE, the FLP has adopted 'Inclusive Recruitment' practices. Supported by fellows working on EDI workstreams, best practice guidance was produced to support the 2022 recruitment round. This comprised of an 'Inclusive Recruitment Checklist' and 'Suggestions for Leadership Competency Based Interviews.' All bidders were offered the support of a current fellow as part of their shortlisting and interview process. Fellows who self-identified as being from a minority background also volunteered to support the interview processes to improve panel diversity. All members of interview panels were asked to ensure they were up to date with local EDI training requirements.

Further suggestions have been made for the 2023 recruitment round, including taking steps to include inclusive recruitment statements in the call for bids and introducing a check box on the bid form asking bidders to follow inclusive recruitment practices. Further proposals on amendments to the generic person specification have also been made.

## Culture

Many of the courses provided through the FLP, which facilitate delivery of the leadership curriculum, are delivered in a manner to promote reflective self-development. This has allowed psychological safety and 'vulnerable' leadership to develop within the cohort. This is central to curating a compassionate culture within the future leaders Programme. Fellows are encouraged to work collaboratively across projects and their developing area of expertise. Fellows work on 'Workplace Culture,' as well as the development of the 'Action towards Equity and Belonging' course has been piloted through the FLP and the work presented at national medical education conferences. Future Leaders Fellows from Yorkshire & Humber also formed part of the core organising committee for the 'National Learner Assembly' which showcased best practice on EDI topics.

## Responding to the needs of the cohort

As part of the work to address 'Inclusion' as a leadership topic, an external speaker (Usha Kaushal) was invited to present at a bimonthly meeting on the topic of 'White Fragility' this brought forward differences of opinion between the cohort and challenging, uncomfortable discussions between fellows. The discussion highlighted the triggering nature of talking about racism. This significantly impacted on the tone of conversations going forward, as well as work to understanding the differing needs across fellows following the event. The key learning points following this have been:

- All fellows have unique lived experiences which we strive to recognise and value these.
- Learning is a journey; we are all at differing stages of moving from awareness to action.
- As we learn we may not manage challenges in the 'right' way or do the 'right' thing, but we approach these from a not letting our mistakes deter us from doing better.

It is clear that shying away from difficult topics does not allow us to grow as leaders. We have chosen to lean-in to the discomfort we experience in 'becoming Anti-Racist' as well as tackling the broader intersection of discrimination experienced by minority groups. This has led to the co-production with fellows of the FLP Learning Charter and update to the Learner Agreement, asking all future fellows to consider how they will embed 'distributed leadership for inclusion' in their personal development plan during their fellowship.

An additional course, on the topic of 'Listening to understand: Exploring polarisation and difference of opinion' has been commissioned to support the delivery of the leadership curriculum

## Supporting Educational Supervisors

We have come to recognise that Educational Supervisors play an important role in supporting fellows in learning about and demonstrating inclusion in their leadership behaviours. Like fellows, supervisors will have varying levels of knowledge and experience around the topic of EDI. A 1-page resource document, highlighting useful resources has been developed to support supervisors in learning more about these topics, further aiding their discussions with fellows.

### **FLP Celebrates 'Equality, Diversity & Human Rights Week' 9-13th May 2022 #EQW2022**

- Monday: Virtual privilege walk.
- Tuesday: Intersectionality talk.
- Wednesday: Nursing and Midwifery Minoritized talk.
- Thursday: Supporting new colleagues and experiences of International Medical Graduates.
- Friday: Connection in the FLP.



(Ref HEE Connect:

[https://connect.hee.nhs.uk/Interact/Pages/Content/Document.aspx?id=9591&SearchId=982068&utm\\_source=interact&utm\\_medium=quick\\_search&utm\\_term=distrib#Setting%20individual%20inclusive%20objectives](https://connect.hee.nhs.uk/Interact/Pages/Content/Document.aspx?id=9591&SearchId=982068&utm_source=interact&utm_medium=quick_search&utm_term=distrib#Setting%20individual%20inclusive%20objectives))

## Becoming Anti-Racist



(Ref: [www.inclusiveemployers.co.uk/blog/becoming-anti-racist-it-takes-discomfort/?cn-reloaded=1](http://www.inclusiveemployers.co.uk/blog/becoming-anti-racist-it-takes-discomfort/?cn-reloaded=1))

This work is supported by Jon Cooper, Postgraduate Dean, and there is a plan to explore how the resources which have been produced can be adapted for use more widely across HEE Yorkshire & Humber, through the postgraduate schools and the Trainee Executive Forum.

# Epilogue – Susy Stirling

## **Congratulations 2021-2022 Future Leaders Programme fellows!**

On behalf of HEE I want to say well done to you all for such an impressive report and for all the hard work it represents. I hope each one of you feels a tremendous sense of pride for both your individual achievements and your collective ones as the cohort of 2021-2022.

You don't need me to tell you that the richest source of learning comes from overcoming adversity and challenge, and there has been plenty in your way this year. As a group you have navigated this with grit, determination and courage. It has not been easy and you have persevered. This is a source of inspiration to all of us who work in or care about health and social care – to know that our Future Leaders will not shy from adversity, that they will start the difficult conversations, will stay with the dialogue even when it is painful, and will continue to do the work even when the pace of change feels frustratingly slow. I commend you for your determination, your perseverance and your collective vision for a more equal world.

I too have benefited from new learning arising from this cohort's activities, particularly when thinking about anti-racism and what it looks like in an organisational setting. I would like to thank those of you who have generously shared your own experiences and courageously stayed in the conversation.

Of note too are the EDI resources many of you have co-produced to help fellows, supervisors and colleagues think critically about bias, intersectionality, privilege and how these get in the way of working towards equality, valuing diversity and promoting inclusion. These have been adopted by others both regionally and nationally – sincere congratulations on the quality and applicability of this work.

Thanks too to those of you engaged with thinking about the culture of the Future Leaders Programme. Culture in the workplace is both hard to define and hard to change, however we have got closer to articulating what we want it to be for our learners in leadership within the Y&H Multidisciplinary Faculty of Leadership. The FLP Learning Charter which you helped to co-produce has been welcomed across the deanery. As a group you have demonstrated how culture can be shaped by both your words and your actions, and this is inspirational.

Congratulations to you all. I look forward to seeing where your careers take you and what leadership challenges you tackle. You furnish those of us lucky enough to work with you with hope!

With warm wishes

**Susy Stirling**

Associate Dean & Future Leaders Programme Lead.