

How to capture your learning

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Why is global learning so vital?

- “Evidence demonstrates that when a healthcare worker moves into another care system, wherever in the world that is, they learn. Not only do they learn, but they develop skills which are hugely important in the NHS – things like resourcefulness, intercultural skills, resilience and team building. Mutual learning and peer sharing is so powerful to developing these and we know that they are significantly enhanced when we facilitate workforce exchange.”
- (Navina Evans, CEO HEE; 18 Feb 2022)
<https://www.hee.nhs.uk/news-blogs-events/blogs/%E2%80%99%98why-global-learning-so-vital%E2%80%99%99>

Recognising your Learning and Development

Types of Development

(Based on ideas of Nick Petrie,
Center for Creative Leadership, 2014/2015

<https://www.ccl.org/wp-content/uploads/2015/04/VerticalLeadersPart1.pdf>)

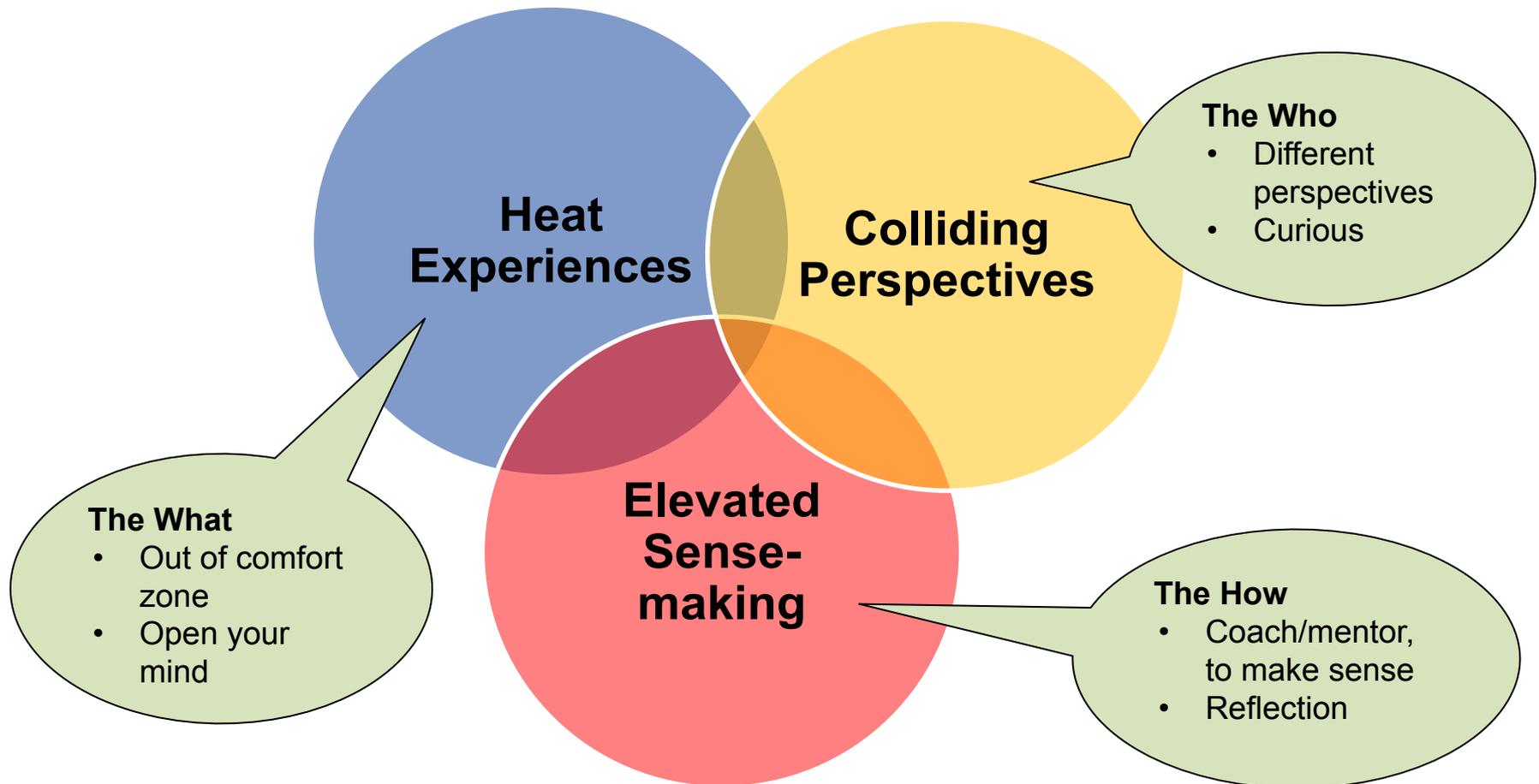
- **Horizontal Development:**
 - *refers to the adding of more knowledge, skills, and competencies. It is about what you know*
- **Vertical Development:**
 - *refers to advancement in a person's thinking capability. The outcome of vertical stage development is the ability to think in more complex, systemic, strategic, and interdependent ways.*

Horizontal Development

- New content, such as: how to develop staff, how to communicate effectively, a new clinical skill, how to read music, cook a meal
- New tools, skills, and models

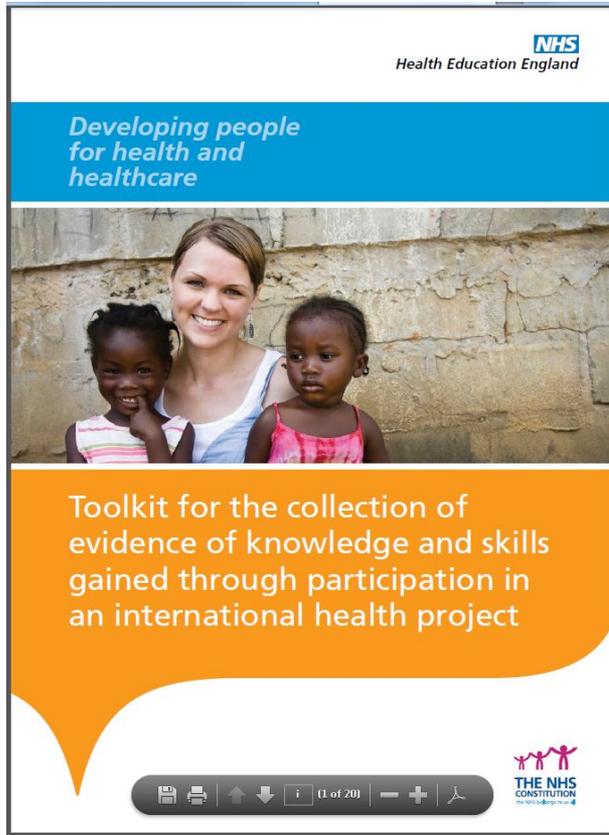


Vertical Development



Recording your Learning and Development

HEE Toolkit



NHS

Health Education England

NHS Healthcare Leadership Model (2013)



NHS

Leadership Academy

Version 1.0

Healthcare Leadership Model

The nine dimensions of
leadership behaviour

www.leadershipacademy.nhs.uk

Skills and knowledge transfer COMMUNICATION

Please try to complete as many sections as you are able to. It will provide a clearer understanding of your experiences. Perhaps two or three sentences for each as a guideline. You may wish to add more detail under some of the headings.

Give an example of how you adapted your communication style in order to overcome a communication barrier? (eg have you made any changes to how you convey messages to take into account language differences?)

Give an example of how you communicated a difficult message, to a group/individual, while being sensitive to the message, as well as how it might impact on that individual/group.

Have you been required to modify your language or way of communicating to add clarity to messages or teaching? (eg have you changed your teaching style or content to accommodate cultural differences?)

Have you had the opportunity to negotiate or influence in an international setting? (if so, how have you been able to get your viewpoint across?)

Have you been required to communicate in a formal setting as an ambassador of the NHS? (eg have you been required to meet with senior healthcare professionals as a representative of your NHS trust or organisation?)

Comments from external assessor

Once you have completed this section please return to self-assessment on [page 6](#) and complete the 'after' section of the form.

Mentor/external assessor/link supervisor to complete this section

Name Date

Name of international institution

HEE Toolkit – Page 7

<https://www.hee.nhs.uk/sites/default/files/documents/2312-HEE%20Toolkit%20for%20evidence%20Interactive%20v4.pdf>

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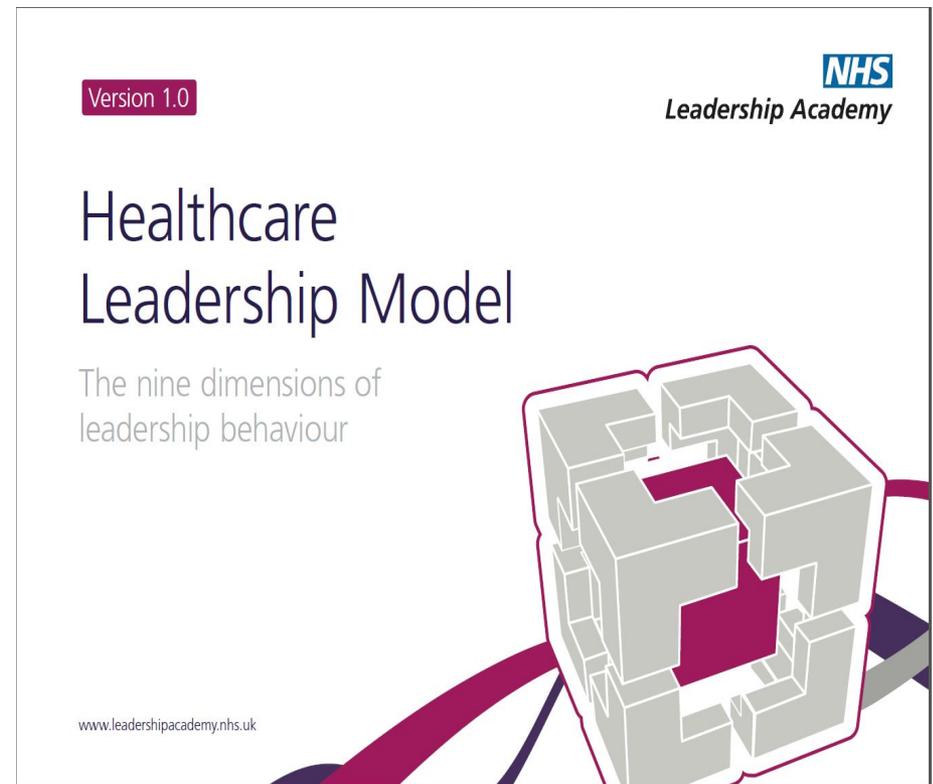
NHS Healthcare Leadership Model (2013)



Health Education England

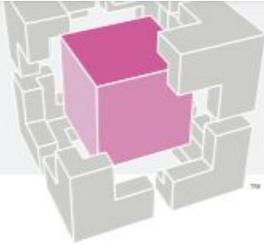
<https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf>

1. Inspiring Shared Purpose
2. Leading with Care
3. Evaluating information
4. Connecting our Service
5. Sharing the Vision
6. Engaging the Team
7. Holding to account
8. Developing Capability
9. Influencing for results



NHS Healthcare Leadership Model

- Look at the following domains
 - ‘Inspiring Shared Purpose’ on page 5;
 - ‘Evaluating Information’ on page 7;
- Ask yourself the questions it asks
- Think about your current role and relate the questions posed to your role – if you were to answer ‘Yes’ to any question, what evidence do you have to justify your answer?



Inspiring shared purpose

What is it?

- Valuing a service ethos
- Curious about how to improve services and patient care
- Behaving in a way that reflects the principles and values of the NHS

Why is it important?

Leaders create a shared purpose for diverse individuals doing different work, inspiring them to believe in shared values so that they deliver benefits for patients, their families and the community

What is it not?

- Turning a blind eye
- Using values to push a personal or 'tribal' agenda
- Hiding behind values to avoid doing your best
- Self-righteousness
- Misplaced tenacity
- Shying away from doing what you know is right

Essential

Staying true to NHS principles and values

Do I act as a role model for belief in and commitment to the service?

Do I focus on how what I do contributes to and affects patient care or other service users?

Do I enable colleagues to see the wider meaning in what they do?

Proficient

Holding to principles and values under pressure

Do I behave consistently and make sure that others do so even when we are under pressure?

Do I inspire others in tough times by helping them to focus on the value of their contribution?

Do I actively promote values of service in line with NHS principles?

Strong

Taking personal risks to stand up for the shared purpose

Do I have the self-confidence to question the way things are done in my area of work?

Do I have the resilience to keep challenging others in the face of opposition, or when I have suffered a setback?

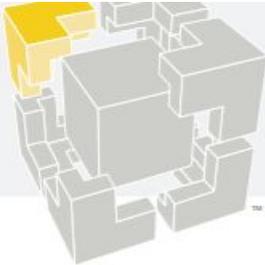
Do I support my team or colleagues when they challenge the way things are done?

Exemplary

Making courageous challenges for the benefit of the service

Do I have the courage to challenge beyond my remit even when it may involve considerable personal risk?

Do I take the initiative and responsibility to put things right outside my remit if I see others fearing to act?



Evaluating information

What is it?

- Seeking out varied information
- using information to generate new ideas and make effective plans for improvement or change
- making evidence-based decisions that respect different perspectives and meet the needs of all service users

Why is it important?

Leaders are open and alert to information, investigating what is happening now so that they can think in an informed way about how to develop proposals for improvement

What is it not?

- Failing to look beyond the obvious
- Collecting data without using it
- Thinking only about your own measures or experience
- Reluctance to look for better ways of doing things
- Ignoring problems by ignoring data
- Using research as a weapon

Essential

Gathering data

- Do I collect feedback from service users?
- Do I collect and record the essential data for my area of work accurately and on time?
- Am I regularly thinking about ways to do my job more effectively?
- Can I see patterns that help me to do things better, more efficiently or with less waste?

Strong

Thinking creatively

- Do I conduct thorough analyses of data over time and compare outcomes and trends to relevant benchmarks?
- Do I see the relevance of seemingly unrelated ideas which could be made useful in my area of work?
- Do I creatively apply fresh approaches to improve current ways of working?

Proficient

Scanning widely

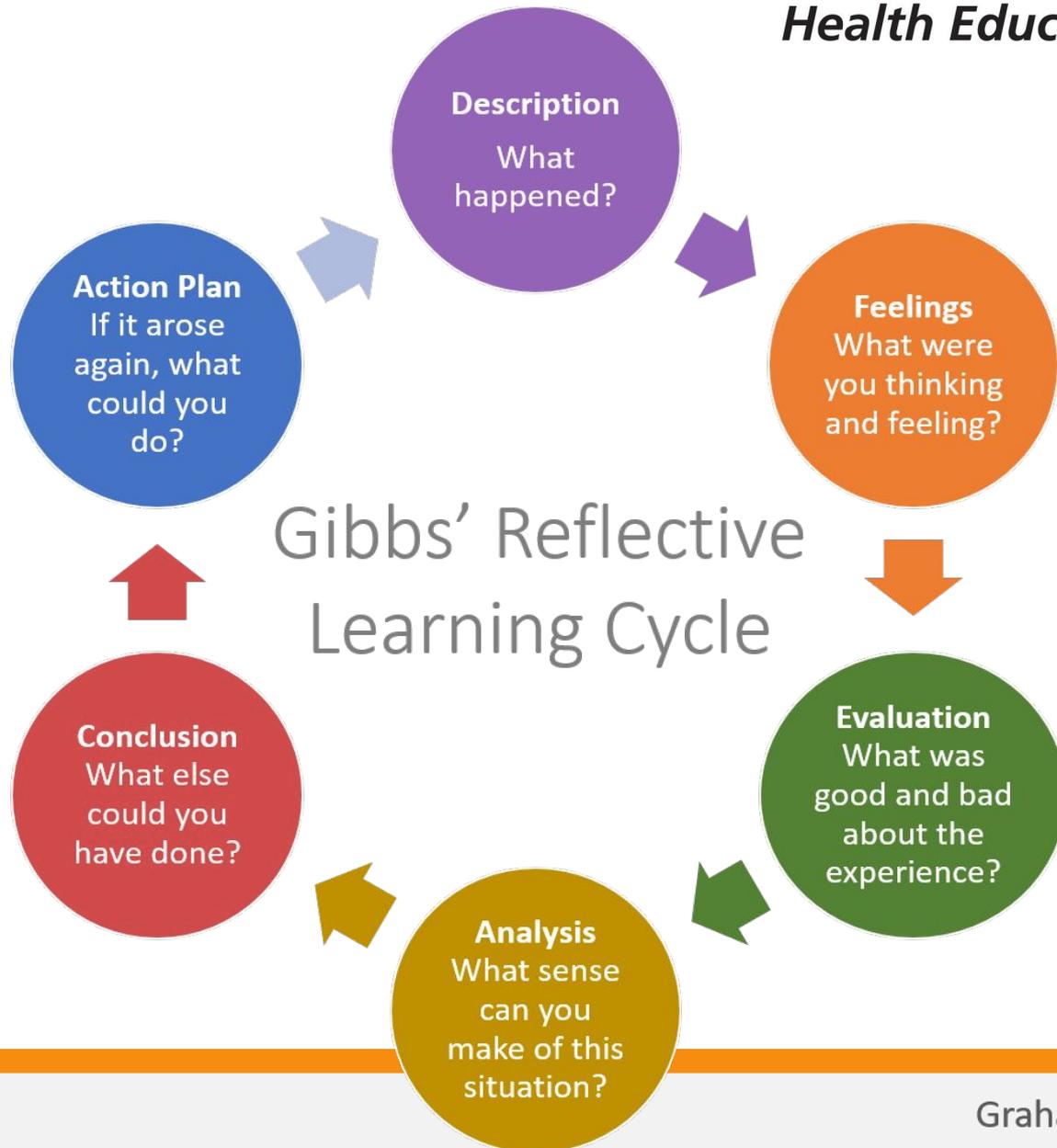
- Do I look outside my area of work for information and ideas that could bring about continuous improvement?
- Do I establish ongoing methods for measuring performance to gain a detailed understanding of what is happening?
- Do I spot future opportunities and risks, and test resulting plans with external stakeholders to improve them?

Exemplary

Developing new concepts

- Do I develop strategies based on new concepts, insights, or perceptive analysis?
- Do I create improved pathways, systems or processes through insights that are not obvious to others?
- Do I carry out, or encourage, research to understand the root causes of issues?

Learning from Events



Appreciative Inquiry (AI)

- Choose a positive experience
- Describe the experience (concisely) and why you chose it
 - identify who was there
 - describe what you did (behaviours)
 - describe what others did (behaviours)
- On reflection what key things do you think you did that helped to make this such a successful and positive experience that you can consciously use in the future

Questions??