Inspiring future pharmacy leaders

Learning portfolio
June 2012 edition

CENTRE FOR PHARMACY POSTGRADUATE EDUCATION
The Centre for Pharmacy Postgraduate Education (CPPE) offers a wide range of learning opportunities for the pharmacy workforce. We are based in the University of Manchester’s School of Pharmacy and Pharmaceutical Sciences and are funded by the Department of Health to provide continuing education for practising pharmacists and pharmacy technicians providing NHS services in England. For further information about our learning portfolio, visit: http://www.cppe.ac.uk.

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About the Developing pharmacy leadership series

The aim of this Developing pharmacy leadership series is to support continuing professional development (CPD) and offer pharmacists and pharmacy technicians the opportunity to develop personal leadership skills and behaviours.

This programme has three components: an Inspiring future pharmacy leaders event, materials to facilitate five CPPE learning community sessions, and a follow-up event.

The Clinical Leadership Competency Framework (CLCF)\(^1\) promotes leadership development for all clinical professions that work in health and care, ensuring that the appropriate competences are incorporated into education and training to develop leadership capability. A Leadership Competency Framework for Pharmacy Professionals (LCFP),\(^2\) aimed specifically at the pharmacy workforce, has also been developed by the Royal Pharmaceutical Society in harmony with the CLCF. The LCFP is built on the concept of shared leadership. This series links to the five leadership domains.


To learn more about the Leadership Framework and CLCF visit: [http://www.leadershipacademy.nhs.uk](http://www.leadershipacademy.nhs.uk)

Access to the e-LfH modules is available from the CPPE e-learning portfolio (go to [http://www.cppe.ac.uk/e-learning](http://www.cppe.ac.uk/e-learning) then click on the tab in the left-hand menu). Log in, then click on the ‘e’ icon next to the e-Learning for Healthcare learning modules title and follow the prompts on the screen. It may take up to 24 hours for your registration to process. You will then be able to access the modules by clicking on the ‘e’ again next to the e-Learning for Healthcare learning modules title, which will take you to the e-LfH Learning Portal. Select the Launch e-LfH Learning Management System tab in the left-hand menu, and then click on My Learning. Scroll down the course list and select Clinical leadership.
About this learning portfolio

We have developed this learning portfolio as part of the Developing pharmacy leadership series. The Inspiring future pharmacy leaders event aims to encourage future leaders in pharmacy to explore the challenges and rewards of leadership and inspire them to develop their leadership skills and behaviours. The event will include:

- an introduction to the LCFP
- keynote speaker on leadership (full-day event)
- a critical incident event (full-day event) and small group activities
- an introduction to CPPE learning communities and the Developing pharmacy leadership series.

We hope that by working though the pre-event activities you will have identified your learning needs. During the event you will have the opportunity with colleagues to explore these areas for development. The post-session activities will help you to prepare for the CPPE learning community sessions that form part of this series.

About this event and learning objectives

The activities primarily link to the competences in the Demonstrating personal qualities and Working with others domains. Examples in practice for these domains can be found within the LCFP document.
Completing the activities within this session will help to provide you with evidence of learning for the competences within these two domains:

1.1 developing self-awareness
1.3 continuing personal development
2.3 encouraging contribution
2.4 working within teams.

You will also have an opportunity to explore elements from all five of the domains.

**Learning objectives**

On completion of this learning programme you should be able to:

- assess your leadership strengths and identify areas for improvement
- identify your leadership style and discuss the strengths and limitations with your peers
- describe the domains of the LCFP and select the competences you want to develop
- identify the resources and support available that can assist your personal leadership development
- join a CPPE learning community group and plan your first learning community session.

During the full-day event you should also be able to:

- review the team processes and your contribution to the critical incident activity.
### Session activities

#### Activity 1 – leadership lotto

Get to know other colleagues attending this event by completing this lotto card. You might want to tick off the items as you progress and make notes in the blank card below.

<table>
<thead>
<tr>
<th>Introduce yourself to someone you don’t know. Find out what they hope to get out of participating in the CPPE Developing pharmacy leadership series.</th>
<th>Discuss with a colleague a leader who has inspired you in your career and how.</th>
<th>Make a group of four and identify the top three qualities of a good leader.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who works in a different sector or setting to you and tell them which leadership competence you feel you need to develop.</td>
<td>Stick a Post-it note with your name on the ladder poster to indicate your level of leadership skills.</td>
<td>Find a leader in pharmacy in the room. Ask them what they enjoy most about being a leader.</td>
</tr>
</tbody>
</table>
Activity 2 – self-assessment activity

In pairs, discuss whether you recognise any traits in the leadership styles below when you are leading on a task or project.

- Autocratic – task orientated, performance driven
- Democratic – ownership orientated, participative
- Paternalistic – provides support but makes decisions
- Visionary/coaching – shared aspirations, motivational
- Laissez-faire – hands-off approach, minimal contact

Consider whether your style changes depending on the competence and commitment of the staff you are leading or supporting. When would you use the four styles below in your workplace?

Adapted from Hersey P and Blanchard K’s Situational Leadership theory.³

Discuss the responses you completed for the CLCF self-assessment tool in Task 3 of the pre-event activity. How relevant are the statements to you in your current role? Which statements could provide you with an opportunity to develop in future roles?
Identify the next steps you are going to take in your leadership development.

Activity 3 – leadership under the microscope

In this activity you will have the opportunity to briefly look at some the competency areas under each of the leadership domains.

Part 1 – managing your time

1.2 Managing yourself: plan workload and activities to fulfil work requirements and commitments, without compromising health

3.3 Managing people: provide guidance and direction for others using the skills of the team effectively.
Make a list of the activities/tasks that can absorb your time (things you do but really shouldn’t do).

Identify which members in your team could do them instead. For one of the activities/tasks listed identify what support another team member would need.

Adapted from Landsberg M’s *The Tao of Coaching* (2003).4

What could you be doing if you weren’t carrying out the tasks on your list?
Part 2 – delegation

3.3 Managing people: support team members to develop their roles and responsibilities

Delegation – giving someone else the responsibility and authority to act on your behalf.

In your group, brainstorm the benefits of delegation.

Discuss the following in your group and note down your thoughts.

What tasks do you find easy to delegate and why?

What is more difficult to delegate and why?
Part 3 – evaluating outcomes

4.2 Critically evaluating: appraise options, and plan and take action to implement and evaluate improvements.

Focus on outcomes – success will be measured against results that matter to patients.

Health outcome – what actually happens to the health of a patient as a result of the treatment and care they receive.
Here are the five domains within the *NHS Outcomes Framework 2012/13*.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 1</td>
<td>Preventing people from dying prematurely;</td>
</tr>
<tr>
<td>Domain 2</td>
<td>Enhancing quality of life for people with long-term conditions;</td>
</tr>
<tr>
<td>Domain 3</td>
<td>Helping people to recover from episodes of ill health or following injury;</td>
</tr>
<tr>
<td>Domain 4</td>
<td>Ensuring that people have a positive experience of care; and</td>
</tr>
<tr>
<td>Domain 5</td>
<td>Treating and caring for people in a safe environment; and protecting them from avoidable harm.</td>
</tr>
</tbody>
</table>


How could you use the health profile information provided by the facilitator to improve services for your population? How could you measure or evaluate the impact of your service improvements?

**Part 4 – developing networks**

2.1 Developing networks: identify opportunities where working in collaboration with patients and colleagues can bring added benefits.
In the table below, tick the column that best describes your relationship with each health or social care professional in your locality. Then, in the final column, rank the level of your personal relationship between 1 and 5 (where 1 = low and 5 = high).

<table>
<thead>
<tr>
<th>Professional / group</th>
<th>Relationship</th>
<th>Ranking (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met them</td>
<td>Comfortable contacting them</td>
</tr>
<tr>
<td>Local GPs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Commissioning Group leads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Pharmaceutical Committee chair and colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Practice Forum lead / steering group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Professional Network lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local authority contact on public health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public health specialist lead</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospital pharmacy colleagues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local medical and pharmacy specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local charities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local patient support groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Consider whether there are any other professionals or groups you could be networking or collaborating with. Identify one that you will approach in the next few weeks.
Part 5 – managing change

5.1 Identifying contexts for change: develop and communicate aspirations

To enable change you may need to undertake a number of roles:

- strategist – have a clear view of how you, your team and organisation needs to develop
- tactician – choose where and how to make the change
- risk-taker – some elements of change may carry a risk
- diplomat – negotiate change through possible resistance.

In your group, brainstorm what makes change work.

Individually think about what changes are likely to happen in the next six months for the three areas on the diagram.

You

Team

NHS environment
Select one or two changes that are common to your group and discuss the following:

What will your role be in making the change successful?

What steps will you need to take to make the change happen?

To whom will you need to communicate the change?

What impact will the change have on key stakeholders?

How ready are you to make this change?
**Activity 4 – critical incident scenario**

You are a group of people travelling on a high speed train to London. At 7:42am the train hits debris on the track and derails. Two carriages topple over. A number of passengers and crew are injured. There is no mobile phone signal in this valley. The nearest village is over a steep hill, eight miles across fields. The goal is to ensure that any injuries sustained by the passengers and crew do not deteriorate before they are rescued by the emergency services.

Character cards will be allocated.

**Part 1 – choosing roles**

You have ten minutes to select a leader and one or two observers (depending on group size) by consensus. The observer sheet to complete is in Appendix 1 on page 28 of this portfolio.

Leader:

Observer 1:

Observer 2:

**Part 2 – planning and information**

As a group, you have ten minutes to discuss and write down:

- what action the leader needs to take to maintain control of the situation
- what information the emergency services will need from you to assess the incident accurately.

Additional information will be provided about the characters.
Part 3 – prioritisation

Due to the location, poor weather and another critical incident in the area, there are only two ambulances being dispatched initially. They can take a maximum of four injured people between them. The group has ten minutes to prioritise (1-15) the names of the passengers / crew who need urgent medical attention.

<table>
<thead>
<tr>
<th>Name</th>
<th>Occupation</th>
<th>Priority</th>
<th>Urgent attention notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Bunce</td>
<td>Train driver for 20 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darren Field</td>
<td>Train manager for two years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharon Peters</td>
<td>Train stewardess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony Jenkins</td>
<td>Retired barrister</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janette Simpson</td>
<td>NHS pharmaceutical advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dilip Patel</td>
<td>Department store manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nipa Nathwani</td>
<td>PA to a company director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harriet Cooper</td>
<td>Midwife</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Savundra</td>
<td>Banker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vijay Handa</td>
<td>Secondary school head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hester Erasmus</td>
<td>Civil servant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arun Choudray</td>
<td>Structural engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richard Mills</td>
<td>Stockbroker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joanna Edwards</td>
<td>Gap year student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenny Wong</td>
<td>Journalist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 4 – action and decisions

There has been a hold up due to the access to the crash site. You have some resources at your disposal – these include:

- a first aid kit
- a refreshment trolley
- a tool box.

You have ten minutes to decide and write down:

- what action needs to be taken while you are waiting for the emergency services
- whether any additional information you may have received has an impact on your decision making.

Some of the characters will have a ‘wild’ card.

Part 5 – rescue

The two ambulances have arrived with a fire engine and a third ambulance has now been dispatched (arrival time: 30 minutes). You have five minutes to decide and write down:

- which four passengers / crew members will go in the first two ambulances
- which two passengers / crew members will go in the third ambulance.

Share the names of your prioritised patients with the whole group.
Part 6 – observer feedback

The observer(s) will spend five minutes giving feedback to the group.

Part 7 – group reflection

As a group, consider the following:

- What was your process for selecting the leader and observers – was it the right choice? Did you maintain the same person for the leader role and the observer roles?
- How did you make decisions and communicate to each other – was it effective?
- Did you achieve the goal?
- What leadership behaviours were demonstrated?
Part 8 – individual feedback

Spend five minutes reflecting on the exercise and consider the following:

- What competences from the five leadership domains did you get an opportunity to demonstrate during the exercise?
- How did you support the group in achieving the goal?
- What have you learnt from this activity?
- What would you have done differently?

Activity 5 – developing leadership skills

The next activity will support you in your preparation to set up / be part of a learning community, using the Developing pharmacy leadership materials. In your group, facilitate the following discussion points:

- Identify the benefits and challenges of developing your leadership skills in a learning community.
- Discuss how could you can overcome these challenges and harness the benefits.
- Consider whether the activities you have taken part in today have made you think differently about how you might develop your leadership skills. What actions might help the learning community to function more effectively when you are leading a session?
Activity 6 – next steps

What do you need to do next to support the development of your leadership skills?

- Set up or join a CPPE learning community: [http://www.cppe.ac.uk/learningcommunities](http://www.cppe.ac.uk/learningcommunities).
- Look at the Developing pharmacy leadership series materials and plan which session you are going to do first.
- Reflect on this event and identify the competences you need to develop.
- Revisit the leadership self-assessment tool and write a personal development plan.
- Share what you have learnt at this event with colleagues and encourage them to develop their leadership skills.

Share with the group your commitment to developing your leadership skills after this event.
Portfolio entry record and reflection
(To be completed at the end of your Inspiring future pharmacy leaders event)

Complete this portfolio entry record and reflection at the end of the session to review your learning and identify any actions to follow up.

Topic areas discussed:

Leadership competency outcomes covered:

Learning points
The main learning points for me were:
1. 

2. 

3. 

4.
Action points
As a result of this event you may have identified additional learning needs, things you might need to follow up, or changes that you need to make to your practice. Make a list of these below.

1.

2.

3.

4.

Reflection
When were you most engaged as a learner during the event? *(Consider why, and identify when you were less engaged.)*

How are you going to put your learning into practice?
**Post-session activities and evidence for revalidation**

The post-session activities are designed to put your learning into practice and extend your learning.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete at least one CPD entry</td>
<td></td>
</tr>
<tr>
<td>Update your portfolio entry record in your learning portfolio – use your responses to the CLCF self-assessment tool from the pre-session activity</td>
<td></td>
</tr>
<tr>
<td>Join a CPPE learning community and attend one of the sessions from the <em>Developing pharmacy leadership</em> series</td>
<td></td>
</tr>
<tr>
<td>Visit CPPE’s learning community web page and watch CPPE’s video on running a learning community (available at <a href="http://www.cppe.ac.uk/learningcommunities">http://www.cppe.ac.uk/learningcommunities</a>)</td>
<td></td>
</tr>
<tr>
<td>Download the CPPE resource: <em>A guide for leaders of CPPE learning communities</em> (you can access this by visiting <a href="http://www.cppe.ac.uk/learningcommunities">http://www.cppe.ac.uk/learningcommunities</a> and clicking on <em>learning community resources</em> in the left hand menu).</td>
<td></td>
</tr>
</tbody>
</table>
Evidence for revalidation
(To be completed four weeks after your Inspiring future pharmacy leaders session)

It is useful to keep a record of the quality, relevance and impact of your learning as evidence to support revalidation. This should be actual evidence, not merely a list of intentions. For example, you might record the outcome of a case study, an audit you have undertaken, a document you have developed or feedback from colleagues.

Use the space below to list the evidence that you would be able to provide to show that you have achieved relevant learning and undertaken follow-up actions.
Leadership resources

1. CPPE guides. [http://www.cppe.ac.uk/guides](http://www.cppe.ac.uk/guides).

Additional resources

If you have not yet done so, acquaint yourself with the Department of Health white paper: *Equity and Excellence: Liberating the NHS* (London: Stationary Office; 2010).

You might also find it useful to read about the Department of Health’s public health outcomes framework in *Improving outcomes and supporting transparency – Part 1: A public health outcomes framework for England, 2013-2016*, which is available at [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PolicyAndGuidance/DH_132358](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PolicyAndGuidance/DH_132358). The four public health domains in this framework are as follows:

| DOMAIN 1: Improving the wider determinants of health | DOMAIN 2: Health improvement | DOMAIN 3: Health protection | DOMAIN 4: Healthcare public health and preventing premature mortality |

Resources to support setting up a CPPE learning community

You can find a range of guidance materials on learning communities by visiting [http://www.cppe.ac.uk/learningcommunities](http://www.cppe.ac.uk/learningcommunities) and clicking on *learning community resources* in the left hand menu.
Appendix 1
Critical incident observation sheet

Part 1 – choosing roles
What criteria were used to select the leader and observer roles?

How did the group reach consensus?

Part 2 – planning and information
How did the leader engage with the group?

What input did the group have in assessing the situation and putting ideas forward?
Part 3 – prioritisation

What method did the group use to select the priority order?

What leadership qualities did the leader demonstrate?

Part 4 – action and decisions

How did the leader and group deal with the additional information?
Did the leader or group include your character in their decision making?

Part 5 – rescue

How did the leader support the group in making a final decision with the additional information?

What process did the group use to gain agreement for the final selection?

Any other feedback?


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