



Division of
Clinical Psychology



The
British
Psychological
Society

Clinical Psychology Leadership Development Framework

'Leadership behaviour enables organisations not only to cope with change but also to be proactive in shaping the future'

Effective leadership for clinical psychologists at all career stages can be strengthened by an awareness of personal qualities and values, and by the application of our professional skills and knowledge. Our core psychological competencies and relationship expertise in engagement and collaboration can serve as valuable tools for effective leadership. However, this document sets out a continuing developmental framework for leadership behaviour which is both incremental and cumulative from pre-qualification, to director levels of the profession. As such it may inform pre-qualification training curricula and both personal and organisational programmes of continuing professional development. It may serve as a reference point for career progression (e.g. through the knowledge and skills framework) and as benchmark criteria for recruitment at various bands of the profession. Most fundamentally it aims to both inform, and be a tool to promote, personal and professional development for all members of the profession.

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1. Why do I want leadership skills?

Clinical Psychologists – across all levels of the profession

Clinical drivers

- Effective **team working** is associated with clear and effective leadership (Onyett, 2007).
- The development of **care pathways** - lead on psychological issues within the pathway to improve client outcomes.
- To sensitively and confidently lead on psychological **assessment and formulation** in teams.
- To take a lead on **clinical governance** issues in teams and organisations.
- **Mental Capacity Act 2007** (MHA, 2007) – new roles and responsibility for Psychologists when leading as approved clinicians (AC) and responsible clinicians (RC).
- Clinicians are expected to display leadership behaviour to ensure quality services for patients, as identified in the **Knowledge and Skills Framework** (DoH, 2004).

Professional drivers

- Leadership is seen as vital for the effective implementation of **New Ways of Working** (NWW) for Applied Psychologists (Lavender & Hope, 2007).
- NWW highlights the importance of leadership in order to **improve access** and availability of psychological therapies and services.
- The need to **market** clinical psychology services as identified within the document 'Understanding customer needs of Clinical Psychology Services' (DCP, 2007a) and the need to implement the DCP Leadership Strategy (BPS, 2007b).

Strategic drivers

Across the United Kingdom there are a number of strategic initiatives that call for the modernisation and reform of health care services. While specific strategies vary across the four nations (e.g. 'New Horizons', 'Better Health Better Care', 'Bamford Review', 'Designed for Life'), and whilst these particular initiatives will no doubt further evolve, there is a common and likely enduring aspiration towards service redesign and new ways of working to improve the quality and efficiency of health services. For all health professionals this will require sharpened skills and competencies related to strategic team work (at service/organisational and health economy levels) and effective leadership. Given the precedence of the leadership agenda at a strategic governmental level, Clinical Psychologists' must seek to develop and demonstrate the necessary leadership competencies, relevant to the profession.

2. What combination of skills do I as a clinical psychologist bring to leadership?

Post-Grad Doctoral Trainee Clinical Psychologist	Practising Clinical Psychologist	Consultant Clinical Psychologist	Clinical Director
<p>Clinical</p> <ul style="list-style-type: none"> ■ Formulation skills from more than one psychological model to inform interventions. ■ Awareness/building/maintenance of interpersonal relationships. ■ An understanding of the emotional impact of change (including resistance). ■ Self-reflection/helping others self-reflect. ■ Emotional Intelligence/resilience. ■ Able to lead on complex psychometric testing. ■ Comprehensive psychological assessment including risk. <p>Professional</p> <ul style="list-style-type: none"> ■ Skills in coordinating research teams (supervisors, governance officers, collaborators). ■ Experience training of other professionals within the team. ■ Understanding of diversity values ethics and integrity. <p>Strategic</p> <ul style="list-style-type: none"> ■ Critiquing the literature and guidelines regarding therapeutic interventions used in service. ■ Ability to use evidence, data collection, outcomes and audit to constructively critique current service practice. 	<p>Clinical</p> <ul style="list-style-type: none"> ■ Broad knowledge of different therapeutic models that are used to lead a client's care. ■ Reflection and awareness of systemic issues operating within teams/able to lead team dynamics discussions. ■ Encourage team reflection on current/innovative practice. ■ Psychological perspective on multifarious health and mental health presentations. ■ Ability to develop and operationalise clinical and service outcome evaluations. <p>Professional</p> <ul style="list-style-type: none"> ■ Application of different psychological models to supervision and consultation with other professionals. ■ Training other professionals in the application of complex psychological models. ■ Conflict management skills. ■ Participate in and oversee research projects. <p>Strategic</p> <ul style="list-style-type: none"> ■ Able to construct and share service development plans. ■ Influence organisational policies and procedures. 	<p>Clinical</p> <ul style="list-style-type: none"> ■ Ability to integrate psychological knowledge to inform client care pathways and service innovation. ■ Where problems occur-be able to identify links between elements in the organisational system and formulate service solutions. ■ Advise directors/commissioners on speciality clinical standards / skill mix / safe evidence based clinical practice / resources. <p>Professional</p> <ul style="list-style-type: none"> ■ Able to inspire, supervise and develop leadership in others using psychological knowledge. ■ Reflect on other professionals' perception of psychology. ■ Identify and work with organisational distress. ■ Strategic involvement in research. <p>Strategic</p> <ul style="list-style-type: none"> ■ Able to assess psychological service development ideas at different levels: client, professional and organisational. ■ Skilled in developing strong working relationships with other professionals - service leads directors and commissioners. ■ Setting the direction of relevant organisational policy procedures. 	<p>Clinical</p> <ul style="list-style-type: none"> ■ Ability to draw on broad body of research & integrate psychological knowledge across a range of specialties using common themes to influence health economy pathways of care. ■ Experience and in-depth psychological understanding which informs judgement when facilitating organisational/national clinical credibility /respect for profession. ■ Able to clinically appraise and quality assure consultant level performance. <p>Professional</p> <ul style="list-style-type: none"> ■ Able to influence professional practice at national guideline and policy level. ■ Able to create opportunities at the most senior levels of influence to market the profession. ■ Political awareness and containment of organisational distress. <p>Strategic</p> <ul style="list-style-type: none"> ■ Able to assess and implement psychological ideas at higher organisational levels/health economy wide/national/ professional and political. ■ Skilled at understanding dynamics of relationships and developing relationships at a board level e.g. health economy wide/commissioners/political and national levels as appropriate. ■ Able to set the service direction and influence corporate strategy.

3. How am I going to develop these skills?

Post-Grad Doctoral Trainee Clinical Psychologist	Practising Clinical Psychologist	Consultant Clinical Psychologist	Clinical Director
<p>Clinical</p> <ul style="list-style-type: none"> Gain experience of leading on a psychological issue in teams, e.g. formulation. Gain knowledge of other professional's ways of working and service users views. Scenario discussions with placement supervisor. Seek training in supervision, mentoring, consultation, teaching and training others. <p>Professional</p> <ul style="list-style-type: none"> Use mistakes as learning opportunities. Gain feedback on leadership style from placement supervisor and academic tutor including strengths/needs. 360 degree feedback. Act with integrity. Plan workload to fulfil requirements but not compromise own health. <p>Strategic</p> <ul style="list-style-type: none"> Develop political and organisational awareness through discussion with placement supervisor, service leads and commissioners. Assist with public relations and marketing activities. Seek out opportunities to present work at team/trust away days/meetings. 	<p>Clinical</p> <ul style="list-style-type: none"> Take on a project with long term goals/objectives. Gain practical experience across service settings. Broaden repertoire of leadership skills and experience, e.g. CPD. Experience consultation across settings. Develop local clinical networks. <p>Professional</p> <ul style="list-style-type: none"> Peer mentoring across bands regarding an area of specialist interest/expertise. Role model to trainees through sharing stories of project leadership. Future career planning. Contribute to leadership development of others. 360 degree appraisal. Develop action learning sets around leadership behaviour. <p>Strategic</p> <ul style="list-style-type: none"> Proactively identify opportunities for improvement in service and patient care. Extend application of leadership skills, e.g. lead projects outside of usual context. Undertake public relations and marketing activities with support. 	<p>Clinical</p> <ul style="list-style-type: none"> By application of skills, lead for psychology specialism at an organisational level. Take opportunities for shadowing/clinical director /executive/ leadership CPD. Attend training and become a national assessor for consultant grades. Contribute to regional/national clinical and professional networks. <p>Professional</p> <ul style="list-style-type: none"> Differentiation into tripartite role: clinical/professional/managerial leadership with CPD in business planning and health economics. Mentoring peers and others/developing leadership behaviour and succession planning. Proposing a shared vision for the profession including values. 360 degree appraisal /compare and learn from previous appraisal. Facilitate action learning set meetings around leadership. <p>Strategic</p> <ul style="list-style-type: none"> Setting the future direction for speciality/subgroup. Policy leadership. Identify leadership skills and needs at specialist service level. Engage in strategic planning. Educate/inform those who influence and make decisions. 	<p>Clinical</p> <ul style="list-style-type: none"> Lead as role model by maintaining own clinical quality/development/supervision. Actively take a lead for psychology at organisational/health economy and a national clinical level. Function as a national assessor for consultant psychologists. Support regional and national organisational/clinical and professional networks. Be accountable for psychological quality monitoring systems. <p>Professional</p> <ul style="list-style-type: none"> Engage in peer mentoring as the managerial role develops into corporate/national/influencer/decision maker/setting the direction and vision. Actively support leadership development in others and succession planning. Act as a role model in understanding conflicts of interest/values/respect/by focusing on patient care. 360 degree appraisal/ongoing CPD. <p>Strategic</p> <ul style="list-style-type: none"> Setting the policy and direction across speciality/whole profession. Access executive leadership training. Seek executive/regional mentoring. Gain experience at board level within the organisation. Plan, develop, monitor and review public relations and marketing for a service/organisation/the profession across health economy and nationally.

4. What am I going to do with these skills?

Post-Grad Doctoral Trainee Clinical Psychologist	Practising Clinical Psychologist	Consultant Clinical Psychologist	Clinical Director
<p>Clinical</p> <ul style="list-style-type: none"> Take a lead in MDT meetings regarding psychological formulation of a client's care. Lead on psychological care-planning for a client. Lead on supervision or consultation to a professional from a discipline other than psychology on a single case. Monitor your own clinical practice including values and your own wellbeing. <p>Professional</p> <ul style="list-style-type: none"> Lead on educating other professionals in the team about the role/ skills and application of clinical psychology, e.g. through training opportunities. Regularly reflect on team dynamics during supervision and use this to develop and maintain effective working relationships with other team members as well as listening to others' perspectives. <p>Strategic</p> <ul style="list-style-type: none"> Discuss with supervisor ways to facilitate access to psychological services. Lead on small scale service improvement project to develop innovation and safe practice. Market a small scale project work and thesis research. 	<p>Clinical</p> <ul style="list-style-type: none"> Lead on psychological formulation within your team. Improve care by advice on how psychological theory can be built into care plans. Lead on the use of outcome measures/ data collection/learning from mistakes in a speciality service. Engage with and supervise other professional looking to use/adopt psychological ways of working. <p>Professional</p> <ul style="list-style-type: none"> Lead on auditing of self and fellow professionals' work and transfer findings to the development of both improved care and of the profession. Mentor and develop leadership skills in trainee psychologists. Enhance the credibility of psychology in teams through engagement/conflict management and sharing stories of effective working. <p>Strategic</p> <ul style="list-style-type: none"> Take a lead on a service development project that will improve quality and share across clinical networks. Market and communicate effective service changes. 	<p>Clinical</p> <ul style="list-style-type: none"> Ensure psychological formulation work is appropriately shared. Embed an educated and systematic approach to clinical risk and quality. Collate outcomes for clinical psychology and benchmark. Set quality targets aligned to legislation/national frameworks. Inspire, support /manage others to develop a culture of innovative clinical practice/creative solutions. <p>Professional</p> <ul style="list-style-type: none"> Inform and join in trust-wide clinical governance groups. Develop leadership throughout the profession, mentoring those at lower bands/supporting networks. Ensure the quality and value for money of psychology is enhanced and communicated to heads of service/ directors/ commissioners. <p>Strategic</p> <ul style="list-style-type: none"> Feedback trends in clinical outcomes to service directors/promote sharing of information. Lead on sharing cost-effective service development projects across services and profession. Market and promote a service/ department/professional approach. Ensure organisational awareness informs decisions/ dynamism/ educated risk-taking/options. 	<p>Clinical</p> <ul style="list-style-type: none"> Monitor quality assurance of psychological practice across the profession and within other practitioners to create an evidence based psychologically minded culture. Support the national assessor system for consultant psychologists. Engage/motivate /support other clinicians and managers both organisationally and through networks. Remain fully aware of the political, social, technical, economic organisational and professional environment for the delivery of clinical care. <p>Professional</p> <ul style="list-style-type: none"> Board level marketing of effective psychological services. Strengthen the identity of the profession and support the professional body. Inform board/commissioners/SHA/ National task groups /DOH regarding safe effective psychological practice. Advocate a psychological stance in conjunction or instead of other health care models. <p>Strategic</p> <ul style="list-style-type: none"> Market effective psychological service developments internally and externally to the organisation. Influence organisational/health economy/national strategy. Set corporate direction. Set and evaluate service options.

NHS INSTITUTE FOR INNOVATION AND IMPROVEMENT/NATIONAL LEADERSHIP COUNCIL
Proposed Leadership Competency Framework for Clinical Professionals

Demonstrating personal qualities

Developing self awareness
Managing self
Continuous personal development
Acting with integrity

Working with others

Developing networks
Building & maintaining relationships
Encouraging contribution
Working with teams

Setting direction

Identifying context
Applying knowledge & evidence
Making decisions
Evaluating impact

Managing services

Planning
Managing resources
Managing people
Managing performance

Improving services

Ensuring patient safety
Critically evaluating
Encouraging improvement & innovation
Facilitating transformation

Mapping of Clinical Leadership Competency Framework (CLCF) to Clinical Psychology Leadership Development Framework 2010 (Practising Clinical Psychologist)

CLCF domains and elements	Corresponding outcomes for practitioners (benchmarks, standards, etc.)
1. Demonstrating personal qualities	
<p>1.1 Developing self-awareness <i>Being aware of their own values, principles and assumptions, and being able to learn from experiences</i></p> <ol style="list-style-type: none"> 1. Recognise and articulate their own value and principles, understanding how these may differ from those of other individuals and groups. 2. Identify their own strengths and limitations, the impact of their behaviour on others, and the effect of stress on their own behaviour. 3. Identify their own emotions and prejudices and understand how these can affect their judgement and behaviour. 4. Obtain, analyse and act on feedback from a variety of sources. 	<p>Demonstrate resilience as trainee. Routinely use self-reflection and feedback from clinical supervision-assessed and logged. Demonstrate emotional intelligence. 360 degree feedback. Understand the dynamics of relationships from the therapeutic, team/political and organisational perspectives. Understand diversity and use this knowledge. Explore personal ethics and values with personal tutor/mentor/clinical supervisor and its significance.</p>
<p>1.2 Managing yourself <i>Organising and managing themselves while taking account of the needs and priorities of others</i></p> <ol style="list-style-type: none"> 1. Manage the impact of their emotions on their behaviour with consideration of the impact on others. 2. Are reliable in meeting their responsibilities and commitments to consistently high standards. 3. Ensure that their plans and actions are flexible, and take account of the needs and work patterns of others. 4. Plan their workload and activities to fulfil work requirements and commitments, without compromising their own health. 	<p>Emotional intelligence and resilience (show tolerance of others distress and conflict). Facilitate team reflection and use knowledge of team dynamics to strengthen functioning. Operationalise outcomes and analyse and use this evidence for personal development. Plan workload without compromising own health.</p>
<p>1.3 Continuing personal development <i>Learning through participating in continuing professional development and from experience and feedback</i></p> <ol style="list-style-type: none"> 1. Actively seek opportunities and challenges for personal learning and development. 2. Acknowledge mistakes and treat them as learning opportunities. 3. Participate in continuing professional development activities. 4. Change their behaviour in the light of feedback and reflection. 	<p>Continuous clinical supervision. 360 degree feedback. Develop action learning sets. Plan CPD. Analyse risk and learn from mistakes.</p>
<p>1.4 Acting with integrity <i>Behaving in an open, honest and ethical manner</i></p> <ol style="list-style-type: none"> 1. Uphold personal and professional ethics and values, taking into account the values of the organisation and respecting the culture, beliefs and abilities of individuals. 2. Communicate effectively with individuals, appreciating their social, cultural, religious and ethnic backgrounds and their age, gender and abilities. 3. Value, respect and promote equality and diversity. 4. Take appropriate action if ethics and values are compromised. 	<p>Show psychological formulation skills that integrate social, cultural, religious, ethnic factors as well as age, gender and ability level. Advocate a psychological stance in conjunction with or instead of other health care models even in difficult circumstances demonstrating values and ethics. Show strong engagement skills and conflict management in individual/team/organisational and political.</p>

CLCF domains and elements	Corresponding outcomes for practitioners (benchmarks, standards, etc.)
2. Working with others	
<p>2.1 Developing networks <i>Working in partnership with patients, carers, service users and their representatives, and colleagues within and across systems to deliver and improve services.</i></p> <ol style="list-style-type: none"> 1. Identify opportunities where working with patients and colleagues in the clinical setting can bring added benefits. 2. Create opportunities to bring individuals and groups together to achieve goals. 3. Promote the sharing of information and resources. 4. Actively seek the views of others. 	<p>Take lead in multi-disciplinary team on psychological formulation. Take lead at organisational level on psychological practice. Develop clinical networks around specialty teams/peer mentoring and peer supervision and organisational clinical governance systems. Using psychological knowledge and empathy to understand others' working environment and users views.</p>
<p>2.2 Building and maintaining relationships <i>Listening, supporting others, gaining trust and showing understanding</i></p> <ol style="list-style-type: none"> 1. Listen to others and recognise different perspectives. 2. Empathise and take into account the needs and feelings of others. 3. Communicate effectively with individuals and groups, and act as a positive role model. 4. Gain and maintain the trust and support of colleagues. 	<p>Demonstrate and complete assessment of core relationship skills as a trainee as part of therapeutic competency. Emotional intelligence. Act as a role model to junior staff and other professionals. Contribute to problem solving individually/team/organisationally. Clinical supervisor /mentor/teacher /consultancy/relationship at all levels.</p>
<p>2.3 Encouraging contribution <i>Creating an environment where others have the opportunity to contribute</i></p> <ol style="list-style-type: none"> 1. Provide encouragement, and the opportunity for people to engage in decision-making and to challenge constructively. 2. Respect, value and acknowledge the roles, contributions and expertise of others. 3. Employ strategies to manage conflict of interests and differences of opinion. 4. Keep the focus of contribution on delivering and improving services to patients. 	<p>Encourage team reflection on current/innovative practice. Use experience of understanding psychological dynamics of relationships in both therapeutic and work context. Assertiveness and negotiation skills. Able to inspire /supervise and develop leadership in others.</p>
<p>2.4 Working within teams <i>To deliver and improve services</i></p> <ol style="list-style-type: none"> 1. Have a clear sense of their role, responsibilities and purpose within the team. 2. Adopt a team approach, acknowledging and appreciating efforts, contributions and compromises. 3. Recognise the common purpose of the team and respect team decisions. 4. Are willing to lead a team, involving the right people at the right time. 	<p>Reflection and awareness of systemic issues operating within teams. Able to lead team dynamics discussions. Conflict management skills. Enhance the credibility of psychology in teams through engagement/conflict management and sharing stories of effective working.</p>

CLCF domains and elements	Corresponding outcomes for practitioners (benchmarks, standards, etc.)
3. Managing services	
<p>3.1 Planning <i>Actively contributing to plans to achieve service goals</i></p> <ol style="list-style-type: none"> 1. Support plans for clinical services that are part of the strategy for the wider healthcare system. 2. Gather feedback from patients, service users and colleagues to help develop plans. 3. Contribute their expertise to planning processes. 4. Appraise options in terms of benefits and risks. 	<p>Able to construct and share service development plans. Influence organisational policies and procedures.</p>
<p>3.2 Managing resources <i>Knowing what resources are available and using their influence to ensure that resources are used efficiently and safely, and reflect the diversity of needs</i></p> <ol style="list-style-type: none"> 1. Accurately identify the appropriate type and level of resources required to deliver safe and effective services. 2. Ensure services are delivered within allocated resources. 3. Minimise waste. 4. Take action when resources are not being used efficiently and effectively. 	<p>Advise directors/commissioners on specialty clinical standards/skill mix/safe evidence based clinical practice and resources required. Ensure both quality and value for money of psychological service is enhanced and communicated.</p>
<p>3.3 Managing people <i>Providing direction, reviewing performance, motivating others and promoting equality and diversity</i></p> <ol style="list-style-type: none"> 1. Provide guidance and direction for others using the skills of team members effectively. 2. Review the performance of the team members to ensure that planned services outcomes are met. 3. Support team members to develop their roles and responsibilities. 4. Support others to provide good patient care and better services. 	<p>Application of different psychological models to supervision and consultation with other professionals. Training other professionals in the application of complex psychological models. Engage with and supervise other professionals looking to use/adopt psychological ways of working. Mentor and develop leadership skills in trainee psychologists.</p>
<p>3.4 Managing performance <i>Holding themselves and others accountable for service outcomes</i></p> <ol style="list-style-type: none"> 1. Analyse information from a range of sources about performance. 2. Take action to improve performance. 3. Take responsibility for tackling difficult issues. 4. Build learning from experience into future plans. 	<p>Lead on the use of outcome measures, data collection, learning from mistakes in a speciality service.</p>

CLCF domains and elements	Corresponding outcomes for practitioners (benchmarks, standards, etc.)
4. Improving services	
<p>4.1 Ensuring patient safety <i>Assessing and managing the risk to patients associated with service developments, balancing economic considerations with the need for patient safety</i></p> <ol style="list-style-type: none"> 1. Identify and quantify the risk to patients using information from a range of sources. 2. Use evidence, both positive and negative, to identify options. 3. Use systematic ways of assessing and minimising risk. 4. Monitor the effects and outcomes of change. 	<p>Maintain on-going ability to undertake a comprehensive psychological assessment including risk through supervision and CPD. Contribute and lead on clinical governance around psychological practice in teams and organisationally. Critically appraise literature and guidelines regarding therapeutic interventions remaining up to date. Use understanding of the emotional impact of change (including resistance).</p>
<p>4.2 Critically evaluating <i>Being able to think analytically, conceptually and to identify where services can be improved, working individually or as part of a team</i></p> <ol style="list-style-type: none"> 1. Obtain and act on patient, carer and user feedback and experiences. 2. Assess and analyse processes using up-to-date improvement methodologies. 3. Identify healthcare improvements and create solutions through collaborative working. 4. Appraise options, and plan and take action to implement and evaluate improvements. 	<p>Ability to develop and operationalise clinical and service outcome evaluations. Lead on auditing of self and fellow professionals work and transfer findings to the development of both improved care and of the profession. Inspire, support, manage others to develop a culture of innovative clinical practice/creative solutions.</p>
<p>4.3 Encouraging improvement and innovation <i>Creating a climate of continuous service improvement</i></p> <ol style="list-style-type: none"> 1. Question the status quo. 2. Act as a positive role model for innovation. 3. Encourage dialogue and debate with a wide range of people. 4. Develop creative solutions to transform services and care 	<p>Improve care by advice on how psychological theory can be built into care plans. Use ability to draw on a broad body of research and integrate psychological knowledge across a range of specialties using common themes to influence health economy pathways of care. Construct and share service development plans.</p>
<p>4.4 Facilitating transformation <i>Actively contributing to change processes that lead to improving healthcare</i></p> <ol style="list-style-type: none"> 1. Model the change expected. 2. Articulate the need for change and its impact on people and services. 3. Promote changes leading to systems redesign. 4. Motivate and focus a group to accomplish change. 	<p>Take a lead on a service development project that will improve quality and share across clinical networks. Market and communicate effective service changes.</p>

CLCF domains and elements	Corresponding outcomes for practitioners (benchmarks, standards, etc.)
5. Setting direction	
<p>5.1 Identifying the contexts for change <i>Being aware of the range of factors to be taken into account</i></p> <ol style="list-style-type: none"> 1. Demonstrate awareness of the political, social, technical, economic, organisational and professional environment. 2. Understand and interpret relevant legislation and accountability frameworks. 3. Anticipate and prepare for the future by scanning for ideas, best practice and emerging trends that will have an impact on health outcomes. 4. Develop and communicate aspirations. 	<p>Remain fully aware of the political, social, technical, economic, organisational, and professional environment for the delivery of patient care.</p> <p>Inform Board/commissioners/SHA/national task groups regarding safe effective psychological practice.</p> <p>Set quality standards aligned to legislation and national frameworks.</p>
<p>5.2 Applying knowledge and evidence <i>Gathering information to produce an evidence-based challenge to systems and processes in order to identify opportunities for service improvements</i></p> <ol style="list-style-type: none"> 1. Use appropriate methods to gather data and information. 2. Carry out analysis against an evidence-based criteria set. 3. Use information to challenge existing practices and processes. 4. Influence others to use knowledge and evidence to achieve best practice. 	<p>Participate in and oversee research projects.</p> <p>Lead on the use of literature reviews /outcome measures/data collection/learning from mistakes in a specialty team/service.</p> <p>Lead on auditing self and systems for audit of other professionals.</p> <p>Collate outcomes.</p> <p>Monitor quality assurance of psychological practice.</p>
<p>5.3 Making decisions <i>Using their values, and the evidence, to make good decisions</i></p> <ol style="list-style-type: none"> 1. Participate in and contribute to organisational decision-making processes. 2. Act in a manner consistent with the values and priorities of their organisation and profession. 3. Educate and inform key people who influence and make decisions. 4. Contribute a clinical perspective to team, department, system and organisational decisions. 	<p>Inform or be a member of trust wide clinical governance groups to initiate improvement.</p> <p>Instigate team/service and board level marketing of effective psychological services.</p> <p>Ensure organisational awareness informs corporate decisions and educated risk taking through appropriate membership of groups/committees/boards.</p>
<p>5.4 Evaluating impact <i>Measuring and evaluating outcomes, taking corrective action where necessary and by being held account for their decisions</i></p> <ol style="list-style-type: none"> 1. Test and evaluate new service options. 2. Standardise and promote new approaches. 3. Overcome barriers to implementation. 4. Formally and informally disseminate good practice 	<p>Embed an educated and systematic approach to clinical risk and quality at all levels.</p> <p>Lead on service development project that will improve quality and collate and share outcome across clinical networks.</p> <p>Business plan/describe and develop service option appraisal including health economics.</p> <p>Understand the emotional impact of change including resistance and use relationship and engagement skills to facilitate transformation.</p>

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The Leadership Development Framework

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