

Leadership and endoscopy

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Introduction

Description: this session will provide an overview of the concepts and principles of leadership. It gives an exploration of leadership styles and endoscopy specific scenarios and examples for you to reflect on. There are usable pragmatic steps to guide how you can develop as a leader and improve your team. Models are used and described to aid your learning.

Learning objectives:

By the end of this session you will be able to:

- Define leadership styles and their application
- Appreciate how compassionate leadership underpins all activity
- Recognise how leaders impact on teamwork
- Apply the leadership principles to empower the endoscopy team
- Formulate succession and legacy of leadership within service

Keywords: leadership, ENTS, endoscopy, communication, collaboration, behaviours, teamwork



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Key points

- Leadership is an adaptive interaction and it adds value to the team and service. Leadership can be empowering for leaders and followers and when done well will get the best out of the constituent parts and the whole team.
- Whilst the leader does co-ordinate the team, they also provide a shared vision and purpose for the activities and tasks performed, with an over-riding ethos that permeates the goals of the team.
- The leader changes and develops people so they can more fully invest in the project and work at their optimum capacity.
- Leadership is a life long quest, is not easy, but can pay dividends and transform whole teams outcomes.



Introduction

Leadership is one of the 4 arms of endoscopic non-technical skills (ENTS) (Fig 1).

Within ENTS leadership has 3 elements:

- > supporting others
- > maintaining standards
- > dealing with problems

Leadership is reportable within the Global Rating Scale and is central to the development of culture within a unit. Leadership contributes to increased safety, productivity and quality of care within Endoscopy services [1].

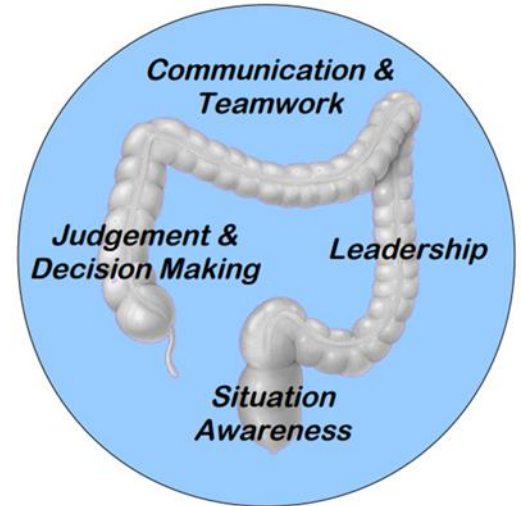


Fig 1 The 4 arms of ENTS: communication & teamwork, leadership, situation awareness and judgement and decision-making



Leadership definition

Leadership is a term that we are familiar with, but one that can be difficult to define and therefore difficult to employ effectively.

How would you define leadership?



Feedback

Leadership is a concept that has been discussed and argued over in theoretical, philosophical and practical arenas. It is important that we gain understanding of the ideas underpinning the discussions, and to define the term, as through this we can identify ways in which we can improve our own leadership actions, influence others to become better and together impact service improvements to increase the quality and care we provide.

Dictionary definitions state that leadership is an action that guides or directs, providing inspiration and encourages followers.

‘Leadership is the art of getting someone else to do something you want done because he wants to do it.’

Dwight D. Eisenhower



Leadership – what does it involve?

Leadership involves appealing to followers hearts and minds and developing people and projects to meet a stated and understood goal.

Clear and concise communication

Leadership involves clear and concise communication of sometimes complex analysis and planning, and messaging can consist of slogans and repetition to embed the message.

It directly targets the thinking and feeling element of followers world view and requires a keen understanding of how people can be motivated and what will appeal to them. Leadership is key to establishing a positive culture within a work environment.

Pragmatic in outlook and practice

Leadership is pragmatic in outlook and in practice meaning that practitioners may need to try a range of practices that challenge the status quo, be experimental and pioneering but still retaining a responsibility for outcomes.

Role model

Leadership does involve the leader giving of themselves and allowing themselves to be known as they share their inner philosophy. Followers can role model based on their leader especially at times of change and flux.



Leadership – what does it involve continued

Flexibility, inclusivity and collaboration

In practice leadership within times of change and transformation can be the moment where leadership qualities are most needed and be visible.

The display of strategic thinking, planning and creative action can be inspirational for some followers and terrifying for others, but relies on the interconnectivity between the leader and team.

The inclusivity, trust and honest and open relationship between leader and team can mean that together they can do more than they ever imagined. But, leadership is always evolving, adaptable and flexible to environments and pressure and ultimately inspires people to change.

Positive outcomes

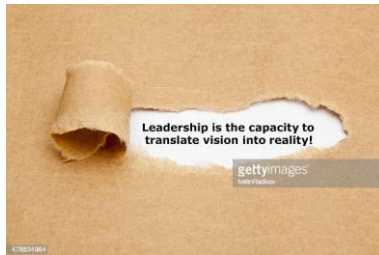
Leadership is acknowledged as additional effort than simply instructing people, but the outcomes can be exponentially great too.

The inspiration and vision of leaders in creating new theories and ideas has changed organisations, outcomes, individuals, countries and the world at pivotal moments.



Leadership – what does it bring

- > Leadership brings a common purpose and culture to develop and execute a vision for a service or task. The vision is based upon clearly stated and aligned objectives within an overall philosophy for the project or team.
- > By employing leadership actions a high degree of staff engagement, team security and buy-in for the direction of travel can be engendered.
- > The formation of a cohesive team or group may take time and additional effort by high level communication of the vision and strategy, but can increase the participation of the group and develop a high level of positive inclusion.
- > By creating safety within the team and an arena where all opinions are heard the opportunity to develop staff and the team to be able to deliver complex projects that cross boundaries is heightened.



Knowledge check

If leadership is the ability to inspire others to want to follow a vision of a certain action, then it is important to state what leadership is not so that there is clear distinction and unambiguity around the concept.

Think about whether the following behaviours are 'good' or 'poor'.

- > Value staff and people
- > Creation of an empathetic work environment
- > Being constantly directive
- > Rigid hierarchy
- > Respect for the team
- > Few interactions with a top down approach



Good and poor leadership behaviours

Leadership is more about the communication of the vision of the plan, explanation of the direction of movement and discussion of imaginative ways to get there.

Good leadership behaviours	Poor leadership behaviours
Respect for the team	Shows negativity toward the team
High level of clear communication with 2 way interaction	Few interactions with a top down approach
Inclusivity and collaboration	Exclusion of the team from development of ideas
Listening to alternative opinions	Being constantly directive
Value staff and people	Fails to appreciate the talents and skills of people
Adjust the vision or strategy based on team views	Rigid in plan of how to execute the vision
Creation of an empathetic work environment	Rigid hierarchy
Strategic	Operational



Diversity and core of leadership

- > Many leaders have inspired followers, enacted change and created new ways of thinking, feeling and doing. Their influence resonates way beyond their lifetime or career. Some leaders are pioneers and transform from their mere title or role into a force for change

Diversity in the characteristics

Leaders come from a diverse range of backgrounds and can be of all ages, from military and societal roles, and they have emerged from all strata of society, countries and backgrounds. There are those who have striven for good and moral outcomes, those whose goal is total control, and those who sacrifice themselves for their vision and moral beliefs. Some great leaders are political, some are war time leaders or rebels or revolutionaries. Some lead or transform religions, are explorers widening our understanding of the world whilst taking huge personal risks. Some come from a sporting or cultural sphere and enhance through the creation of art, literature or music.

Core of leadership

Although there is great diversity in the characteristics that proponents of leadership display, and their actions can differ enormously, there are common threads that can be identified as the core of leadership. Leaders have profound self-belief, a recognition that others will follow them, they have a vision of completion of a task and do not allow setbacks to thwart their trajectory. They give rise to movements, change the world and influence for decades beyond their term. Myths and legends surround them, and they have been studied widely for inspiration. Many are charismatic, all are excellent communicators and their influence resonates through time.

Leadership is not unquestioning or unthinking and does take extra effort and time and is therefore not the quick or cheap option but can ultimately change a team, a project or the world.



Leadership case study

- > Shackleton was an Antarctic explorer and led 3 expeditions aiming to reach the South. Let's explore his leadership that transformed the disaster into a celebrated victory

Disaster

Shackleton's most famous expedition was upon the ship the Endurance and ultimately was a disaster as the ship was trapped and crushed in the Antarctic ice.

For 497 days between 1914 to 1916 he led his men in appalling conditions, over 1000 miles from help and with no means of communication with the outside world.

Celebrated victory

Shackleton saved the crew of 27 who were stranded on the ice with little hope of rescue. The men ate penguins, dogs and seals and made shelter under the lifeboats from their crushed ship.

With the ice eventually beginning to break and thaw Shackleton set off in a rowing boat over 800 miles across the Antarctic sea, and then marched across Elephant Island to summon aid from a whaling company.

He is known as one of the greatest leaders of all time for the heroisms shown, but also for his leadership that transformed the disaster into a celebrated victory.



Case study continued

Leadership

Shackleton's leadership exemplifies how to build a team of experience and talent with staff who were optimistic and well rewarded, how he created a team spirit based on shared knowledge and fairness, how he led by example helping each team member with work and forming bonds with each member of the team.

His leadership ability meant that he remained confident of the outcome of the mission, and he was able to remain in charge through dire circumstances.

He created an atmosphere of possibility, shared vision and focus and was visible and accommodated for weaknesses in the team by generating help for all members of the crew by understanding the strengths and weaknesses.

Legacy

Shackleton provided a clear vision to the team and inspired others to believe in the mission. Ultimately, he took overall responsibility, did not apportion blame and led by example. His legacy and skill echoes through the ages and is used by industry, the military, management, education and politics to provide a blueprint for leadership and change.



Reflection

Think about leaders and analyse why they resonate with you and how you may have included their ethos in your own leadership.



Leadership and management

Leadership and management have distinct activities, outcomes and outlooks. These two different functions can co-exist within a single role but it is important to acknowledge that not all managers are leaders, and not all leaders manage.

Management is based on instructions and transactional hierarchy of power between the manager and staff member. This can make challenge to decision making difficult because of the inherent power inequity which can mean that behaviours can be perpetuated by staff members.

Leaders	Managers
Challenge status quo	Maintain status quo
Set new direction	Continue improvement
Establish vision	Achieve conformity to standards
Motivate	Organise
Accept risk to reach goals	Direct activities to achieve task



Types of interaction

There are broadly 2 types of interaction between those in authority, leaders or managers and followers.

Transactional interaction is based on control, rules-based, with one-off targets, task orientated.

This can result in behaviours such as micro-management, which can decrease imagination, adventure, risk, exploration, innovation and development.

Transformative interaction is the opposite of transactional interaction and is based on collaboration, Integration, adventure, ideals, morals

It is expansive in its view, vision orientated, and focused on the end goal and bigger picture, including the development of people and ideals.

Leadership does not focus on task completion and is not transactional but is rather collaborative and inclusive without rigid hierarchy and encouraging of two-way communication.



Leadership styles

There are many different styles that leaders can adopt to achieve their vision. A simple search can reveal between 4 and 13 different styles, each with advantages and disadvantages. Below you can see the 5 main categories.



Leadership styles

Authoritarian leader defines outcomes and pathways. It is usually centred on one person being in power with ultimate control.

Advantages: effective use of time because of reduced discussion and communication, clear leader identification, order and consistency for followers.

Disadvantages: strict rule-based dictatorship that can stifle innovation or discussion. Followers can be scared to raised concerns or risks because of reprisals. Followers equally can rebel against the rigidity of the regime and wish increased autonomy.

Participative or democratic is centred on a democratic approach to decision-making and planning, although ultimately the final say is given by the leader after careful consideration of all arguments for and against a plan.

Advantages: the style is highly inclusive and encourages lengthy debate and discussion of all aspects of the project, followers feel valued and listened to in decision making and can share the responsibility and outcomes. This style can engender strong team working, creativity and staff satisfaction.

Disadvantages: sometimes the staff may not be as skilled in understanding the implications of decisions and the discussions needed can be time consuming and costly.



Leadership styles

Delegative leadership or laissez-faire transfers the authority to the followers and relies on the team acting with minimal input and direction.

Advantages: staff can fully use their knowledge, experience and creativity to achieve goals in an atmosphere of a high degree of freedom to act. This creates a more egalitarian workplace with high levels of staff satisfaction.

Disadvantages: there can be disagreements that can veer a project from its path, without a clearly defined command structure there can be scope creep and opportunity for tasks to be ill defined.

Transactional leadership style uses rewards and punishments to achieve the end goal.

Advantages: clear instructions and routines are communicated and followed. There is one leader who dictates the program or project and the rewards. Easily understood by leaders and followers.

Disadvantages: innovation and creativity is stifled as the way to achieve goals is pre-prescribed. There is little humanism as tasks are assigned with strict outcome criteria.

Transformational leadership inspires, encourages and empowers followers to achieve a clearly communicated vision. Followers can see the leader as a role model and follow their example.

Advantages: relies on developed relationships between leaders and followers and values different inputs and talents. Uses motivation and empowerment to develop followers and follow the vision. High degree of change is possible.

Disadvantages: high degree of change may mean that rigid guidelines and rules cannot be followed, staff may need constant time and effort to encourage and empower them.



Fluidity between styles

Teams mimic their leaders and are highly influenced by their cultural surroundings and so if a leader is highly authoritarian then others may take on this behaviour, conversely if leaders are transformational staff will follow.

As you can see no one style is perfect and it is important to maintain awareness of each style and when it can work best for differing situations.

It is important to maintain fluidity between styles when needed to achieve the best outcomes.



Compassionate leadership

Compassionate leadership is not an alternative leadership style but an extra dimension to leadership that concentrates on relationships between the leaders and followers.

Question: What do you think are the main activities of compassionate leadership?

Question: What do you think is the overall aim of compassionate leadership?

Reflect on your predominant leadership style and how this may have affected outcomes of projects.

Think of how you could incorporate other styles and when you could use these.



Compassionate leadership continued

The main activities of compassionate leadership are:

- > listen with fascination to the team
- > have empathy for the team and support them in meeting mutual objectives
- > explore and understand challenges together
- > develop shared objectives

The overall aim is to create an atmosphere

“enabling those we lead to feel valued, respected and cared for so they can reach their potential and do their best work [3].”



How leadership develops teams

Endoscopy is a challenging service carried out by complex teams of differing backgrounds. “As with all teams, each team member can provide a unique role that when combined with teamwork can enhance the sum of the parts. [4]” To enable teams to develop and perform at a high level, pre-requisites are required to be developed and to be ingrained within the team culture [5].

- > **Shared purpose** – all team members understand the vision for the service, are forward looking and deliver high quality patient centred care
- > **Good understanding of individual roles** – each team member understands others roles, can provide support to others when needed and mitigate weaknesses and celebrate strengths
- > **Makes good decisions** – there is inclusion and clear development of decision making , with justification for decision making available.
- > **Excellent communication** – there are a variety of communication methods that ensure the message is conveyed to all
- > **Problem solving** – the team identifies, problem solves and evaluates outcomes.
- > **Operates effectively** – the team members are educated and trained to carry out their roles.
- > **Striving for continual improvement** – the team uses all evaluation means and continually learns and aims for improvements
- > **Flexibility and adaptability** – the team is ready for and can enact change rapidly.
- > **Develops individuals** – team members are encouraged to continue their lifelong learning
- > **Build community for peer support / information**



Developing teams

Leaders need to be able to develop the skills needed to acquire the experience and adjust their leadership style to encourage team members to perform optimally and meet their needs.

As previously stated staff will mimic the leaders style and outlook, the leader need to ensure there is a variety of personalities, work styles and outlooks built into the team in order to gain a workforce comprised of a combination of people rather than a homogeneous collective.

Question: What do you think happens when there is only one collective voice?

Hearing only one collective voice that echoes that of the leader can lead to reduced ability to innovate and excel, a hierarchical system built on tradition rather than evidence and cultural difficulties.



Effective partnership

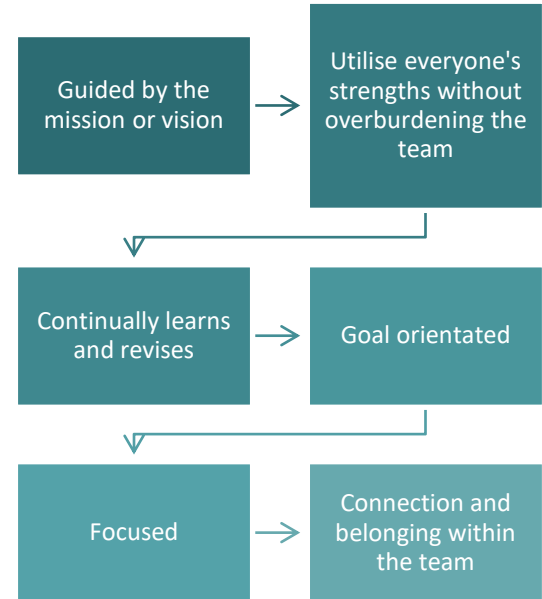
To deliver a modern endoscopy service requires effective leadership and team working [5].”

By creating a team that is inclusive and goal oriented members of the team can have higher levels of engagement and the whole team can function more effectively than just as the sum of its parts.

Members of the team, when recognised for their contribution have increased value and feel trusted to carry out activities. By developing open communication with the team as a whole and team members staff can contribute to the team in individual ways and be recognised for this, again increasing a sense of togetherness and worth.

Recognising each team members strengths and weaknesses allows the leader to acknowledge skills and plan to mitigate for identified weaknesses. This allows the team to work through challenges and difficulties together and increases the chances of success.

Team performance has a recognisable effect on the quality of patient care and safety. Teams that function well have reduced adverse events and are more productive [6].”



Creating psychological safety and trust

In order for teams to function optimally, have open communication and a shared goal, members of the team need to feel safe within the team. They should trust that when raising issues, reporting incidents or identifying concerns, that these will be accepted, investigated and the issue and person reporting it will be treated fairly.

By adopting and ingraining a learning environment within units, rather than one based on blame or suspicion, patient safety can be prioritised and heightened [7].

Culture not based on safety and trust

When there is a culture within a team that is not based on sharing of information and learning, staff can feel unsafe to be vulnerable (for example, asking for help) and can attempt to complete tasks they may not be able to do.

In a culture where a request for help is met with humiliation, staff can adopt a barricade mentality where they isolate themselves from the team and others.

Culture based on safety and trust

With an established cultural arena for honest communication all staff members can admit when they need extra help and give their opinions about the service.

In teams with a high level of trust, different team members can rely on each other and mitigate each others' weaknesses – the team gains strength by exploiting the individual's strength.

In teams without trust they must rely on protocols alone to practice - weakening their outcomes.



Managing stress

When psychological pressure is raised, risk taking, perception, reward and punishment become skewed by the leader and the team.

When stress is high self awareness drops and the broad view becomes narrowed. Leaders are less likely to listen to others opinion and advice when stressed and focus can increase to only a narrow perspective of one thing.

With reduced trust of a team, managers can begin increased micro-managing as they have little trust of themselves and others.

It is imperative therefore to understand your stresses as a leader, how these stresses manifest, how you can recognise your behavioural changes as you become stressed and how to implement early interventions. Some ideas to do this include having peer support, a critical friend, coaching, understanding your triggers to stress and support systems.

Identify your stressors, for example, excess noise, multi-tasking, deadlines. Reflect on your reaction to stressors.

Identify your support structures to limit the effect of stressors on your team.



The chain of communication

The leader ultimately provides cohesive in communicating the message of the team to senior managers and communicating messages to the team. To do this effectively the leader need to:

- > have active contract with the team so that the leader understands the current status of the team
- > be visible and accessible to the team so that queries or issues can be quickly answered
- > be highly communicative with all the team so that the team receive important messages directly
- > employ a variety of communication methods, for example, meetings, email, surveys, calls, and 1 to 1 to ensure the message reaches all work alongside team to support where needed and develop innovations
- > regularly brief on actions needed, provide updates on new programs and plans made with staff
- > understand and relay the position within, above and below the unit because the leader has intelligence of the strategic and operational direction of travel
- > understand the vision for the service and actions needed to accomplish the outcomes
- > create a vision for the service and mission that all staff can buy into based on trust of the team, mutual cooperation, oversight and the resource to achieve aims and objectives
- > empower people with the ability, knowledge, skills and resources to practice effectively and adapt to changes when needed
- > co-ordinate and re-direct the team and empower and trust the team to perform without micro-managing task completion



Relaying the message

Understanding of the vision and goals of the unit and pathway to achieving outcomes stems from effective communication from leaders to staff.

“Failure in ... team communication contributes to lapses in patient care [8].”

> How can leaders maximise the opportunities for effective communication?

To limit the opportunities for poor communication the leader needs to ensure that a sequential pathway is used and:

- > use of common language and terms by all in the unit and between professions
- > communicate with clarity, purpose and evidence
- > check for understanding especially when teaching or giving instructions
- > ask questions that confirm understanding
- > give opportunity for staff to ask questions



Leadership & endoscopy

Endoscopy is a relatively new area compared to other more established services such as radiology, and as such has not had the long-standing and developed leadership and management. Yet endoscopy services have become more complex and pressurised in terms of procedures, patient selection, waiting list demand and decontamination [5].

Endoscopy is a multi-professional and multi-disciplinary environment with a core (those that are based in the endoscopy unit) and disparate team (for example, endoscopists). These could include some of the following or more:

Patients, families, administrators, schedulers, decontamination technicians, CSSD, medical supplies, the workforce (HCSW, nurses, ODPs, PA, AP), medical, radiological, surgical, and clinical endoscopists, managers, directorate/ and executive managers

The leaders role in endoscopy is to ensure that the service is productive, efficient, safe, patient-centred and one that care and supports the workforce to deliver high quality evidence-based care. The culture of the unit established by the leaders [4].



ENTS leadership elements

ENTS leadership has 3 elements:

1. To provide and facilitate emotional and cognitive support to team members.

Good behaviours	Poor behaviours
Maintains a relaxed atmosphere	Shows hostility or negativity to other team members
Gives praise for tasks done well	Fails to provide recognition for tasks done well or criticises inappropriately
Uses varied teaching techniques according to trainee needs	Fails to recognise needs of trainee or other staff
Does not rush staff when not necessary	Fails to recognise needs of others, requiring task reallocation



Maintaining standards: supporting safety and quality by adhering to current protocols and codes of clinical practice.

Good behaviours	Poor behaviours
Clearly follows unit procedures and protocols	Fails to observe protocols and standards
Ensures privacy and patient dignity	Shows disrespect to the patient
Adequately documents procedure immediately afterwards	Fails to adequately document procedure



Dealing with problems

Adopting a calm and controlled demeanour when under pressure

Good behaviours	Poor behaviours
Emphasises urgency of the situation if needed	Suppresses or dismisses concerns over problems
Gives clear directions to team to help resolve problem	Fails to assume leadership role
Delegates tasks in order to achieve goals	Fails to use team effectively to address situation
Remains calm under pressure	Panics or loses temper when under pressure
Maintains control and assumes responsibility for the patient	Blames others for errors and does not take personal responsibility



Support for leaders

Leaders need support in order to perform optimally and support their teams. However, burn-out can be more prevalent in high performing professionals with challenging and highly responsible roles.

Question: What is burn-out and how can it be prevented?

Answer: Burn-out is a state of physical or mental exhaustion that is caused by long-term stresses in your role. It can be insidious and be noted only in a crisis, but could have been the result of many years of stresses. The behavioural changes that result from burn out can, if identified early, be a sign for the leader to seek help.

To limit the chances of burn-out leaders need to identify and seek support mechanisms within work and ensure they review their performance and discuss stressors.

Question: What are the options for the leaders to gain support?

Some options for leaders to gain support could be:

Counselling, coaching, peer support, connectivity, personal and professional development, resilience training, explore risk mitigation



Continual development of leadership

There are many ways that leaders can develop and keep learning to improve their skills:

- > lifelong learning and educational or academic study
- > leadership courses and training
- > reflect and learn from mistakes
- > have regular mentorship from experienced leaders who can challenge perceptions
- > coaching and shadowing other leaders
- > action learning groups
- > preparedness
- > peer support
- > reflection



It is important for leaders to recognise that leadership skills continually evolve and can be improved.



Leadership and legacy

The outcomes of leading a team may be to get the work done, create a supportive atmosphere where staff can excel and provide a high quality, patient focused service. However, if the team fails when the leader is absent or leaves, then leadership has not succeeded.

The true success of leadership is sustainability beyond the tenure of the leader and can be seen in the permeation of the team with the leaders influence and guidance.

“If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.”

- Dolly Parton



Self assessment

> **Which of the following are the main leadership styles?**

transactional
delegative
authoritarian
revolutionary
top down

> **Which of the following are examples of good leadership behaviours?**

creation of an empathetic workplace
respect for the team
valuing staff and people
maintenance of the hierarchy
directive task orientation

> **Transformation leadership is based on which principles:**

collaboration
morals
control
rules
Task completion
Adventure

