

# SAS Tutors development day

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# Talent management

Unlocking the Potential:  
Nurturing SAS Talent for a  
Stronger NHS Future

# The NHS landscape , SAS landscape

- In 2020, 35% of doctors in secondary care were over the age of 45 and 13% were over 55 years of age. It is estimated that over 25,000 doctors will be lost through retirement within the next decade (BMA, 2022). This is exacerbated by early retirement due to stress, burnout and the inflexibility of NHS Careers.
- The NHS is failing to retain its senior workforce and understanding career theory is critical to changing the work force strategy, creating a positive environment and consequently retention.
- The NHS is failing to attract F2 doctors into training
- SAS doctors form a large proportion of GMC register
- SAS contract 2021 implementation
- SAS advocate –Contract development funds 2021/ 2023



# Supporting SAS development – AOMRC documents

## Royal colleges, BMA, NHS employers

SAS as educators	SAS workforce and mentorship	Engaging and empowering the SAS workforce	Tenth Anniversary of the Academy SAS Committee	Wellbeing of the SAS workforce	SAS doctors / dentists and research	SAS doctors in education. 2019	Retirement / later career issues for SAS doctors and colleges	Supporting SAS doctors
SAS - A viable career choice	Supporting appraisal for the SAS workforce	SAS workforce - rhetoric vs reality	SAS doctor development guide 2020	Maximising the Potential: essential measures to support SAS doctors	SAS doctors and Royal colleges - Opportunities and support	SAS doctors development guide 2017 - comment by Dr Kirsten May	A Charter for SAS doctors in England	A Charter for SAS doctors in Northern Ireland
Strengthening the role of SAS tutor	SAS Workforce: Later careers and retirement	Specialist Grade: Notes on person specification template	Access to College education e-portfolios for SAS doctors	Leadership development for SAS doctors and dentists	Autonomous practice of SAS doctors	A Charter for SAS doctors in Wales	A Charter for SAS doctors in Scotland	



# SAS

AOMRC

Royal colleges

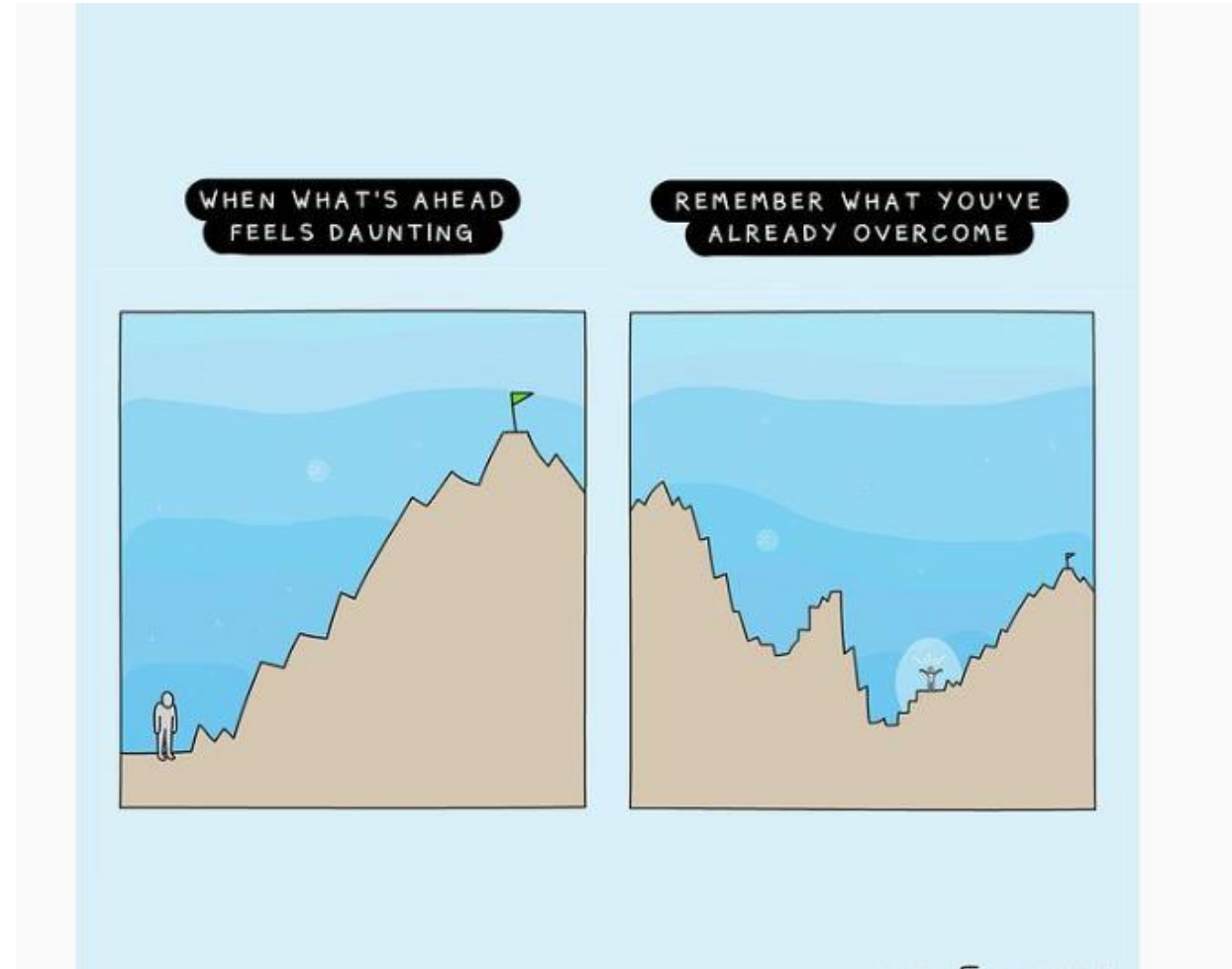
BMA

MED ED leaders

COPSAS

SAS Tutors

SAS advocates



2008 -2023



# Talent and talent management – Kings fund/ CIPD

## Talent

- refers to **individuals** who can make a **significant difference** to organisational performance, either through their **immediate contribution** or by reaching their **highest levels of potential**.

## Talent management

- is the systematic attraction,
- identification
- development
- engagement
- retention
- deployment of those individuals who are of **particular value** to an organisation due to their high potential or because they fulfil critical roles.



# Talent management – Objectives

- **Shared understanding about what is meant by talent management**
- **To consider the outcomes that would make this worthwhile**
- To consider how talent management would work best in your workplace
- To reflect and learn from the approach you have taken up until now



Recruitment  
(talent  
acquisition).

Building  
talent 'pools'.

Succession  
planning.

Life-long  
learning.

Leadership  
development.

Career  
management.

Deployment.

Performance  
management.

Employee  
engagement.

Employee  
retention.



# Talent management



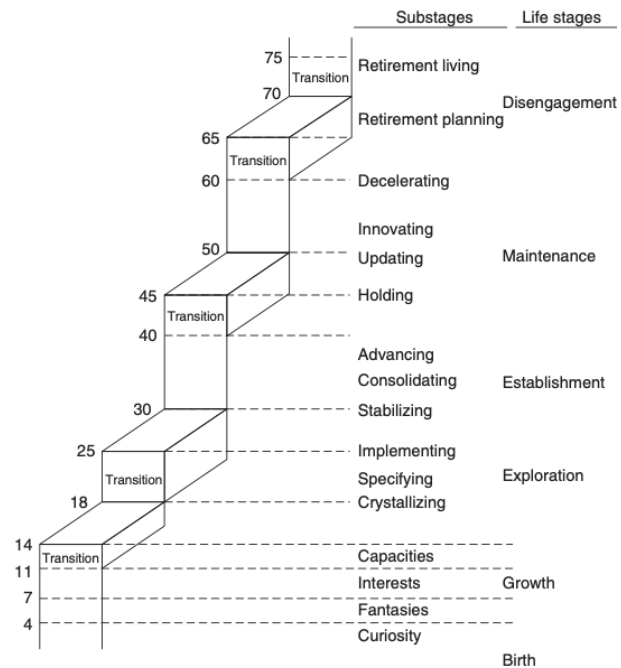
# In an ideal world, good talent management means ...

- Everyone, irrespective of role, professional status or characteristics has a conversation about their potential and career, not just performance
- Leaders are skilled in holding these conversations and signposting individuals to support and opportunities where appropriate
- There are clear development offers in place to sustain and grow the workforce
- The organisation has an understanding of the capability and readiness of individuals to fulfil their aspirations and/or take on critical roles
- Your approach is integrated with and aligned to other organisational development interventions, locally, regionally and nationally



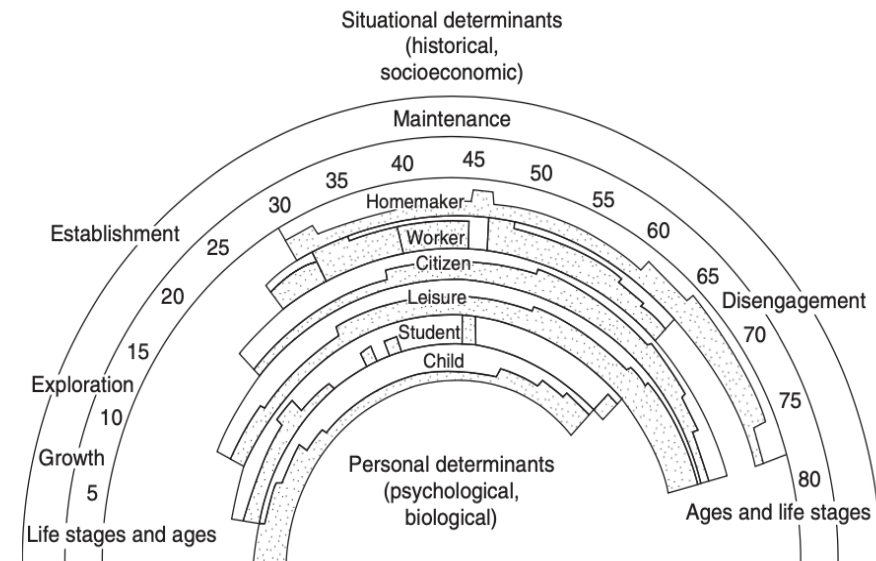
# Career development theory- Life span Life space : Donald Super

The Life-Span, Life-Space Theory of Careers 93



**Figure 4.3** The Ladder Model of Life-Career Stages and Developmental Tasks  
 Source: Life Stages and Substages Based on the Typical Developmental Tasks, With Focus on the Maxicycle. From D. E. Super (1990). A life-space, life-span approach to career development. In D. Brown (Ed.), *Career Choice and Development* (2nd ed., p. 214). San Francisco: Jossey-Bass.

92 CAREER DEVELOPMENT AND COUNSELING



**Figure 4.2** The Life-Career Rainbow: Six Life Roles in Schematic Life Space  
 Source: The Life-Career Rainbow: Six Life Roles in Schematic Life Space in D. E. Super (1990). A life-span, life-space approach to career development. In D. Brown (Ed.), *Career Choice and Development* (2nd ed., p. 212). San Francisco, CA: Jossey-Bass. Reprinted with permission of John Wiley & Sons, Inc.



# Social cognitive career theory

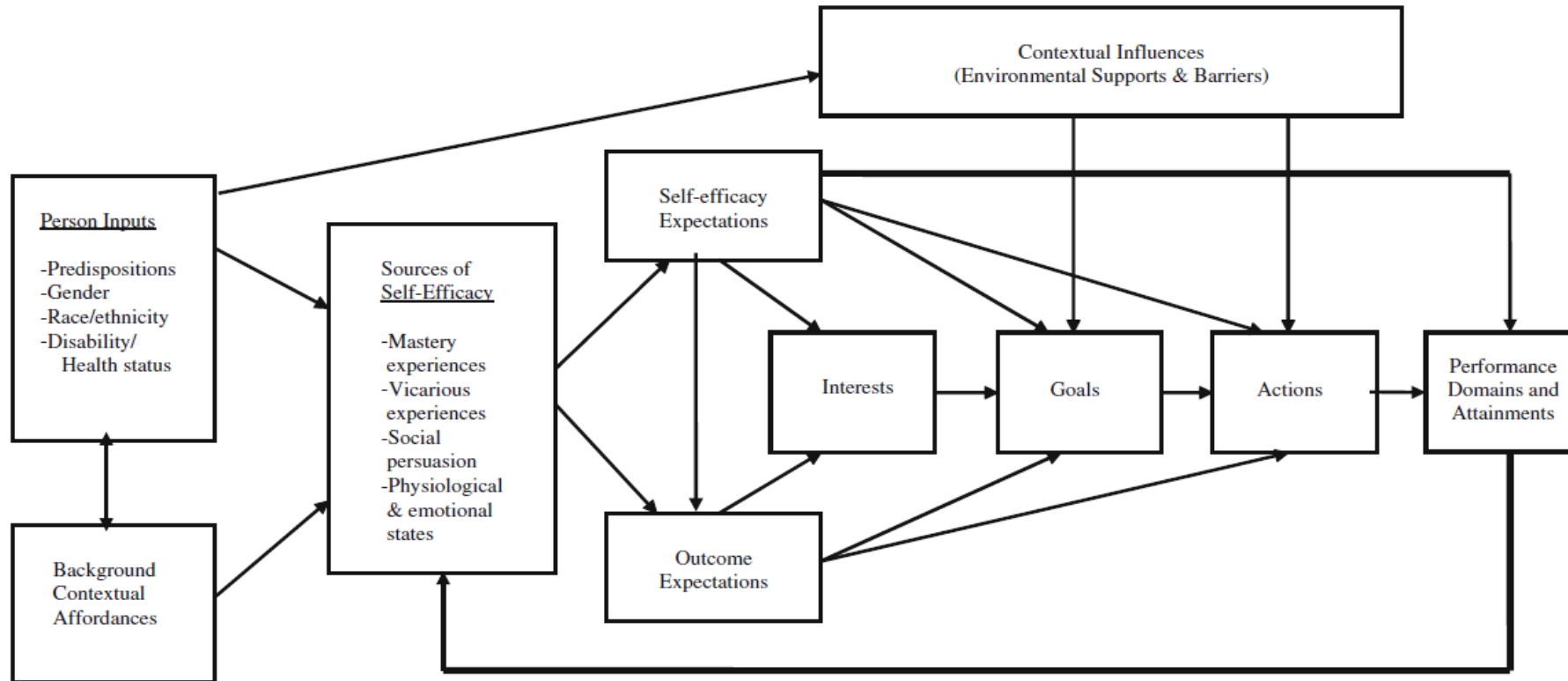


Figure 1. A depiction of the key constructs and processes in Social Cognitive Career Theory. Note: Adapted from “Toward a Unifying Social Cognitive Theory of Career and Academic Interest, Choice and Performance” by Lent et al. (1994).

# Herzberg Motivation

## Hygiene Factors

NHS Policy  
Supervision  
Relationship with  
Clinical leads  
Work Conditions  
Salary  
Relationship with  
Peers

Dissatisfaction

## Motivation Factors

Achievement  
Recognition  
Work itself  
Responsibility  
Advancement

Motivation

## Challenges

Lack of respect -gradism  
Work not attributed to us  
Identity  
Belonging  
Parity of opportunity  
Parity of esteem  
Lack of Recognition  
Lack of autonomy  
Lack of engagement  
Demotivation

# Imposter phenomenon

- Described in 1978 by psychologists Pauline Clance and Suzanne Imes in high-achieving women.
- They developed the Clance Imposter Phenomenon Scale (CIPS) to assess the imposter phenomenon.
- CIPS consists of a 20-item questionnaire that asks respondents to rate each statement on a Likert-type scale from 1 to 5, ranging from strongly disagree to strongly agree.
- The items measure the individual's experience of self-doubt and feelings of inadequacy
- **There is a strong association between imposter phenomenon scores among physicians and burnout**
- **as well as an inverse correlation with professional fulfilment.**



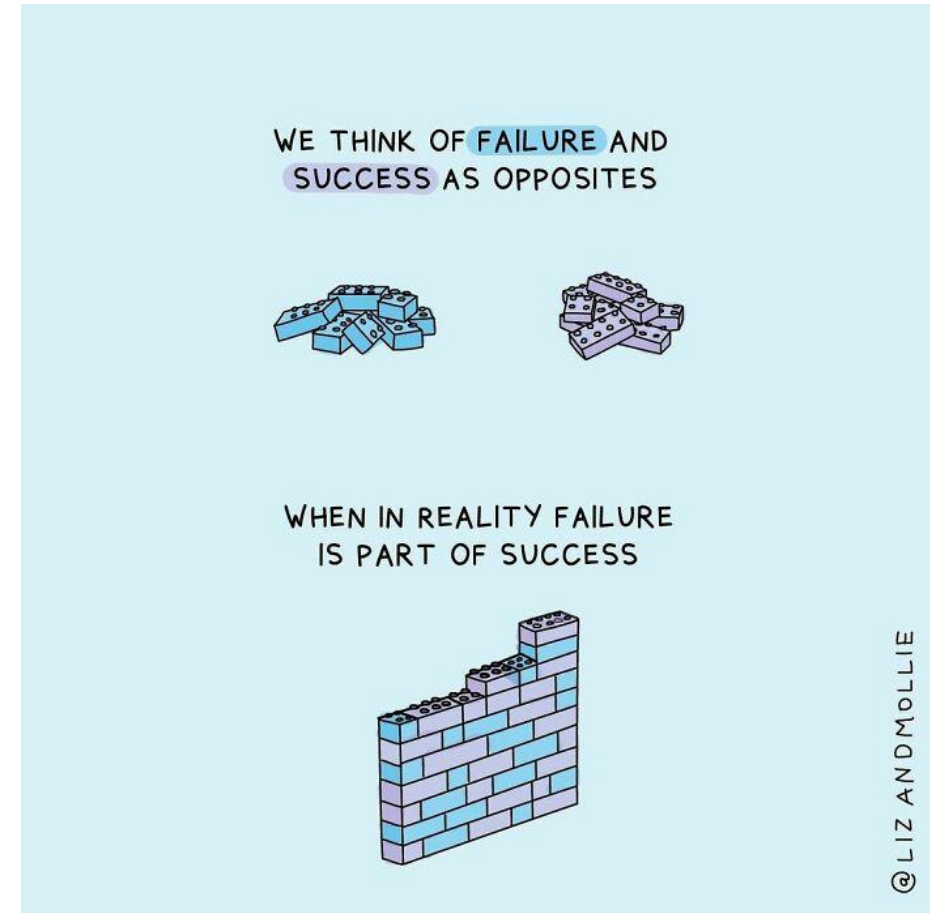
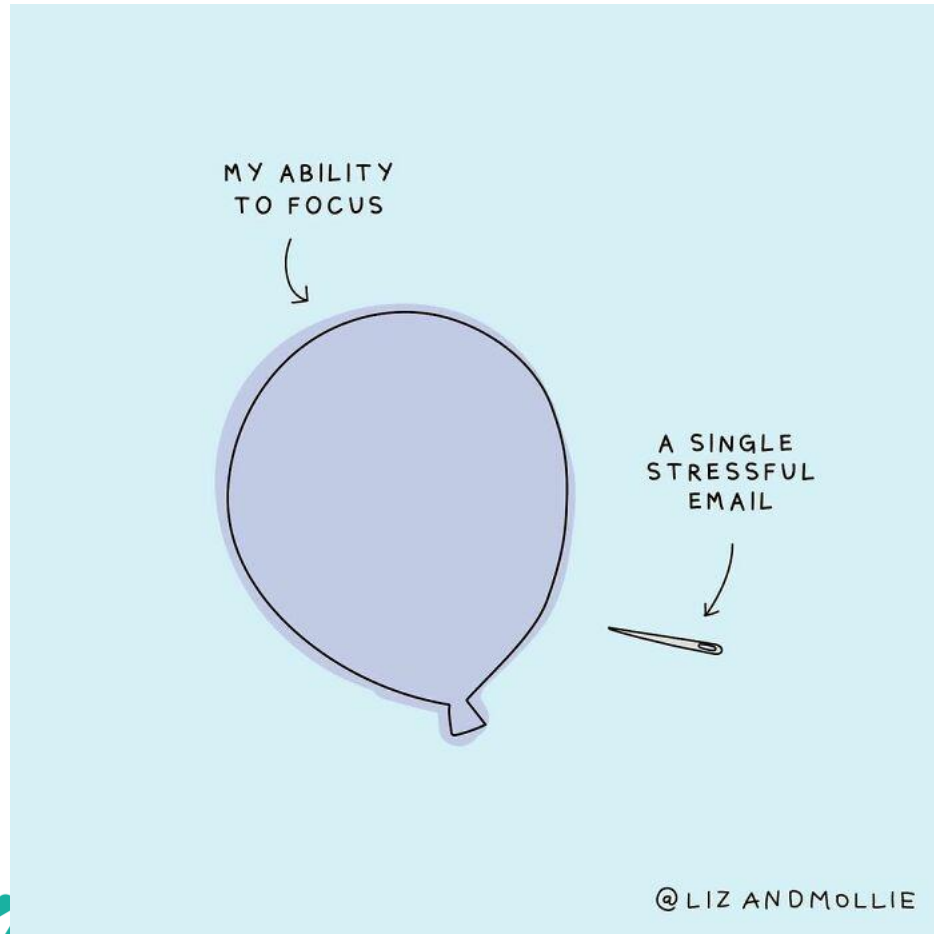
# Roffey park Talent and the generations

## –Generational audit and demography

Generation	Working Style	Decision making approach	Development expectation	Career development	Engagement	Leadership style	
<b>Boomers</b>	Hierarchical, collective mindset, sharing wisdom, conservative, measured	Cautious, authority vested in hierarchy	Expected, organisation focus	Progress with seniority	Loyalty to organisation	Visionary, authoritative, measured	Title status salary
<b>Gen X</b>	Fair, competent, straightforward, collaborative, experimental within boundaries, reluctant respect for authority		Expected, organisation focus	Progress with capability		Inspiring, pace setting	Work life balance
<b>Gen Y</b>	Challenging of authority, innovative, individualistic, fast paced, short term focus, ambitious, narcissistic	Less risk averse, I'll express my view, authority vested in competence	Expected, personal focus, experimental style	Progress against 'my plan'	Engagement earned by organisation, need purpose and opportunities	Trusted, pace setting, charismatic, driven, decisive, coach	Meaning at work



# Mindset –reframe



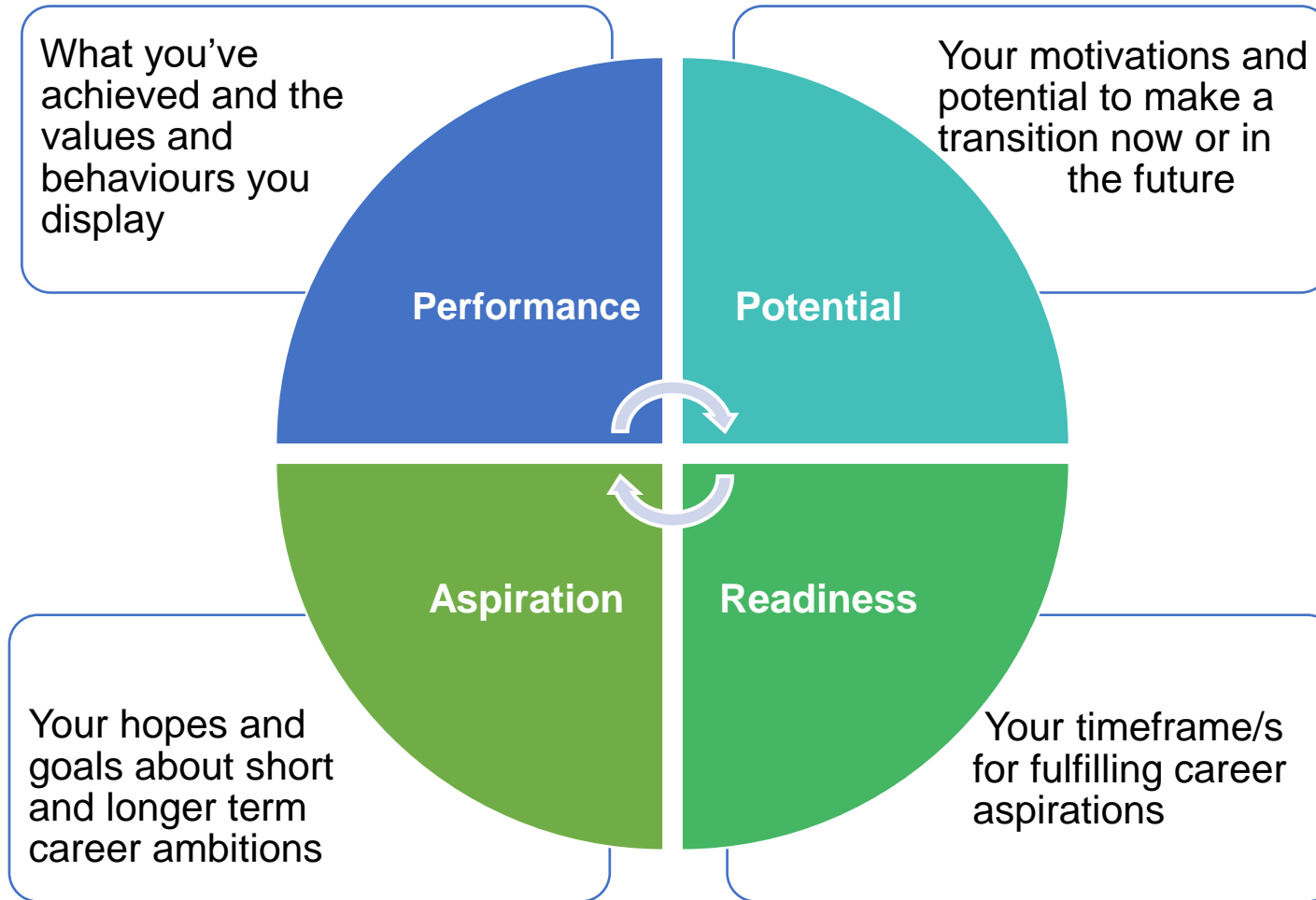
# Context and principles of talent management

- A mindset as much as a process
- A more objective, fair and precise way of understanding people
- Interdependent with appraisal, development and succession planning
- Combines multiple measures: performance, potential, aspirations and readiness

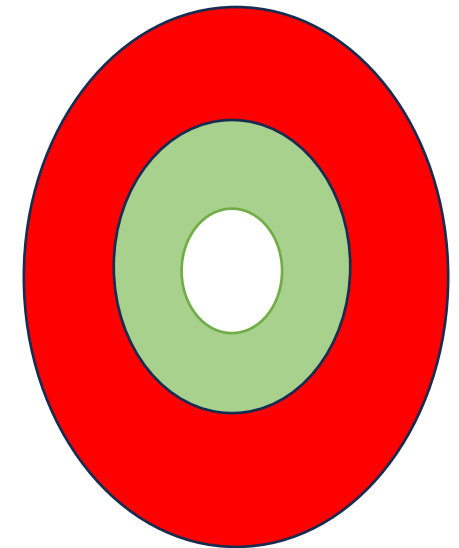
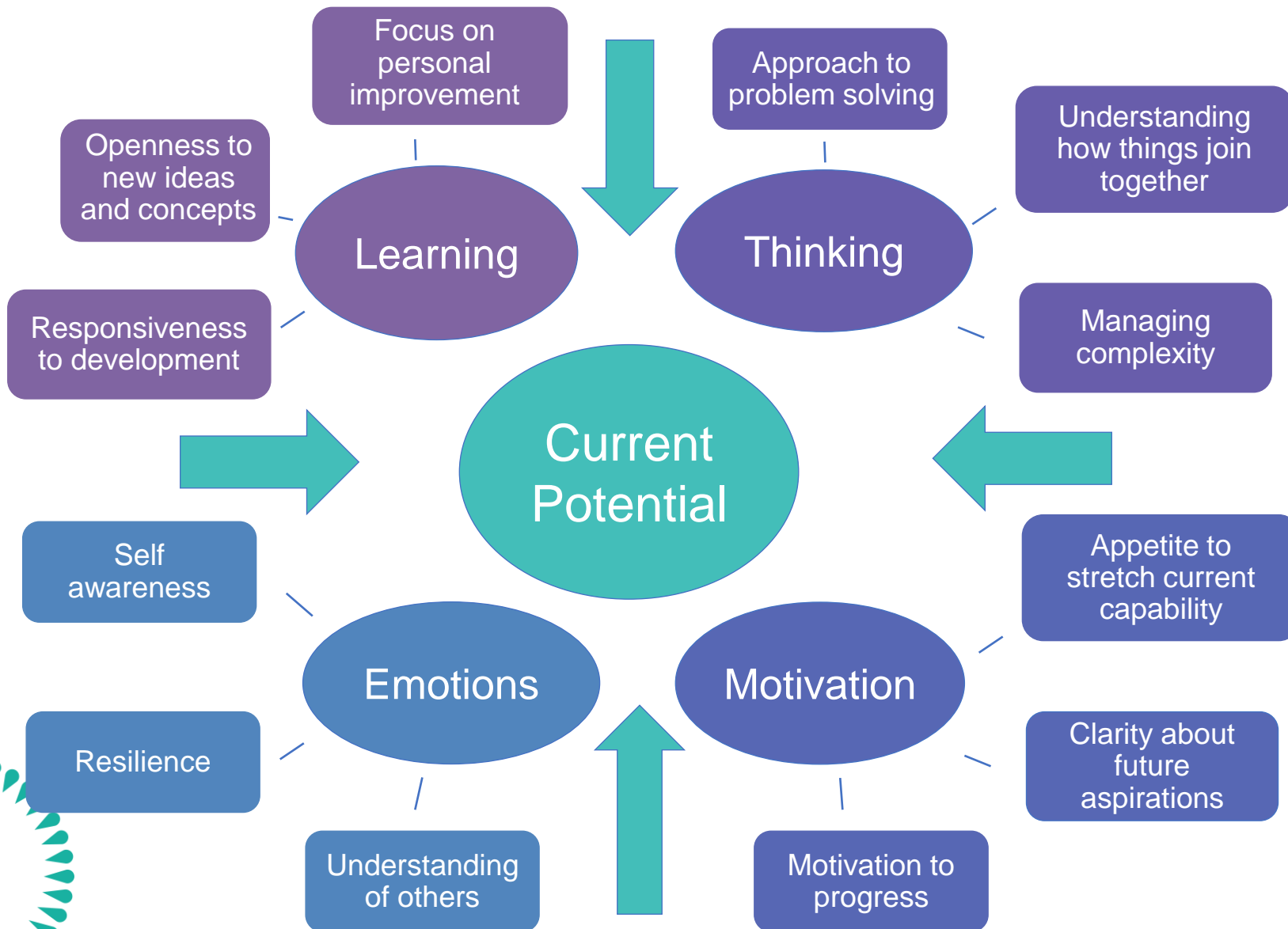




# Explore



# Measuring different types of potential



Comfort  
Stretch  
Panic zone



# Aspirations and readiness

*'I am interested in this type of role and in this type of organisation now'*

*'I am ready to take that next step NOW'*

**Aspirations** are your hopes and goals about short and longer term career ambitions

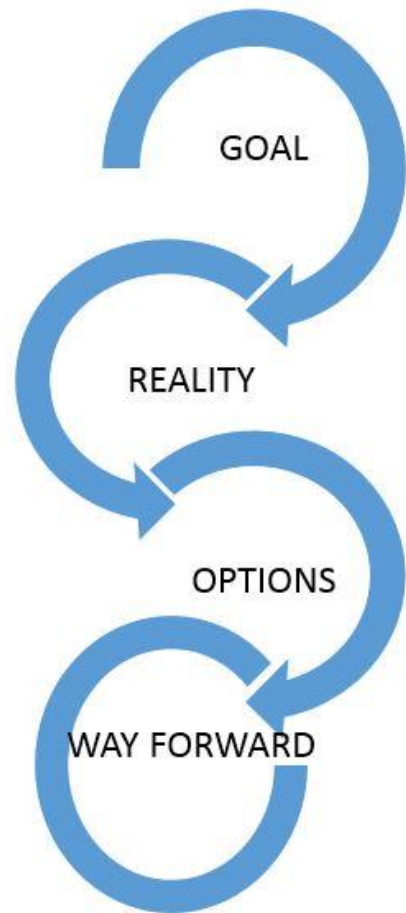
**Readiness** is your timeframe for fulfilling short term career aspirations

*'I think I will be ready to take that next step within a year'*

*'I would like to work in this type of role and organisation at some point in the future'*

*'At this point in my life / career, I am happy to stay where I am'*





#### •Actions - prompts

- Revisit goals/ contract, summarise whole discussion and allow space to reflect
- Ask client what they think they should be doing next
- Agree realistic relevant targets with timescales
- Evaluate - using ratings scales how useful they found the session. How motivated are they are to act?

#### •Building the Relationship - prompts

- Agree working alliance/session timing/ GROW structure/ confidentiality/ ground rules
- How can I be of use to you today?/ What would you like to get out of this session? Probe
- What are your goals? career ideas/ routes/ long term/ short term. Probe/ summarise
- Agree agenda/ contract for session

#### •Telling the Story - prompts

- Explore work experience, past jobs, favourite subjects at school, hobbies/ interests, values - probe/ reflect back/ summarise
- How do you feel when you describe your job/ past jobs - probe/ reflect back/ summarise
- What skills/ values are important to you in a job? (use cards or prompts if necessary).
- Summarise by enabling client to form patterns/ links/ connections between stories and goals.
- Refer back to agenda and recontract if priorities have changed.

#### •Retelling the Story - prompts

##### •Generating Ideas

- Relate back to education/ training and career goals. Motivation towards? Research carried out? Probe/ challenge/ reframe
- What else have you thought about so far? Probe/ challenge/ reframe
- Tell me how talking about your interests/ values/ skills/ has helped you come up with ideas?
- How could you come up with more ideas? Probe/ challenge/ reframe.
- Use of coaching tools?

- What would people (in your network) suggest? Probe/ challenge/ reframe

- What jobs have you been interested in in the past? Probe/ challenge/ reframe

- What made you change your mind?

##### •Evaluating Options

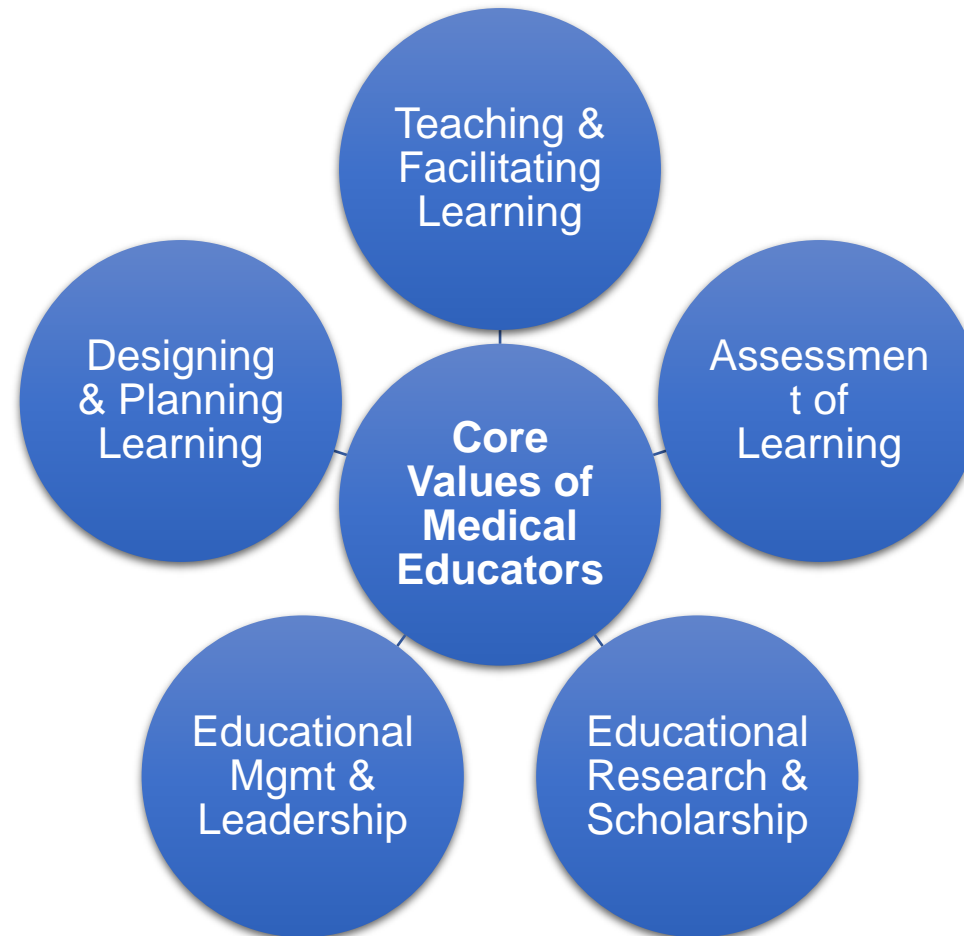
- Which careers/ courses/ options stand out? What else else?
- Would you like to eliminate any?
- How would you like to choose? Ratings scales/ pros/ cons/ intuitive / gut response
- Summarise

## The talent conversation

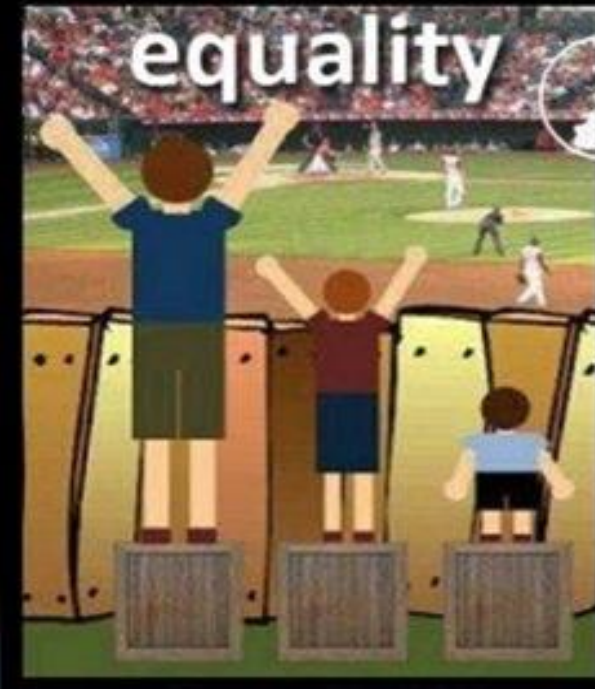
<https://library.hee.nhs.uk/learning-academy/talent-management-toolkit/talent-management-guide-for-managers>



# AOME -Six Professional Standards- Talent management of educators



# Equality vs. Equity



EQUALITY=**SAMENESS**

*GIVING EVERYONE THE SAME  
THING → It only works if  
everyone starts from the same  
place*



EQUITY=**FAIRNESS**

*ACCESS to SAME  
OPPORTUNITIES → We must first  
ensure equity before we can  
enjoy equality*



# Key enablers to Talent management

- **Inclusivity** - Everyone, irrespective of role, profession or characteristics has a conversation about their potential and career, not just their performance
- **Skills** - Leaders are skilled in holding career conversations and signposting individuals to support/opportunities where appropriate
- **Development** - There are clear development offers in place to sustain and grow the workforce
- **Pipeline visibility** – there is an understanding of the capability and readiness of individuals to fulfil their aspirations and/or critical roles
- **Alignment** – Talent management is integrated with other OD interventions, locally, regionally and nationally



# Talent management- Collaborate with stakeholders

- strategic priority
- important long-term investment.
- is all about the value every individual brings to the organisation.
- Training/Learning Needs Analysis (T/LNA) can provide a structured way to identify skills needed in particular departments and teams.
- is about understanding people's unique contributions and ensuring they receive the development they need to have the maximum impact in their current or future roles.
- This initiative is focussed on maximising talent at the individual level.
- **Strengthening the workforce through inclusivity** enables us to acknowledge, understand and address our unconscious bias.

An inclusive approach –celebrate diversity -fair process





# Actions you can take



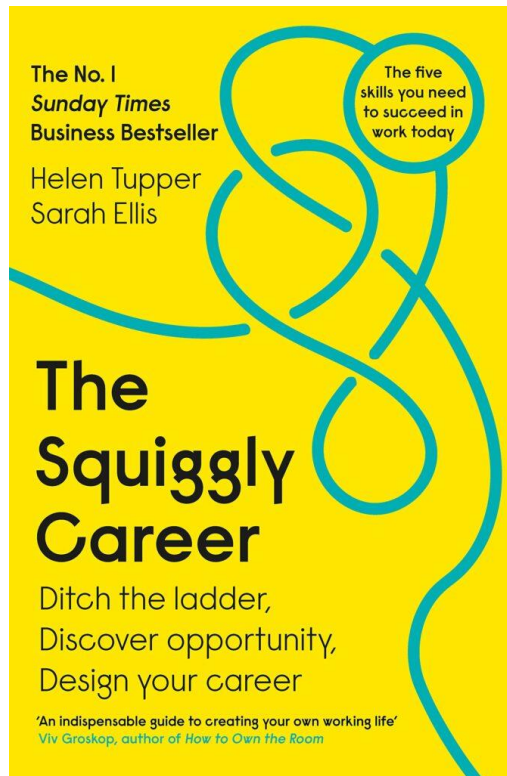
- Role model
- Advocate for SAS doctors
- Authenticity
- Action
- Accessible
- Belonging
- Celebration of achievement
- Engagement
- Information sharing
- Facilitation
- Talent identification
- Signposting to training, upskilling
- Smooth the way,
- Open doors , mentoring
- Include in wider network

Courtesy : Roads to success –C Elston, J Reid



# SAS DEVELOPMENT

## Where are we now?



<https://www.amazingif.com/>

- **Breast surgery, Educational supervisor , Appraiser, Audit lead, Teaching lead**
- **Oncoplastic surgery**
- **SAS tutor 2014-2018, Development director for SAS Doctors HEE TV 2018-2023**
- Honorary Senior clinical lecturer in Surgery
- PG Dip Oxford Learning and teaching in Higher education –
- Senior fellow in HEA
- European board of breast surgery exam
- PG cert Coaching Bristol business school/ University of West of England
- ILM 7 Coaching and mentoring
- PG cert leadership and management Keele University
- PG cert Career development –Napier University --ongoing

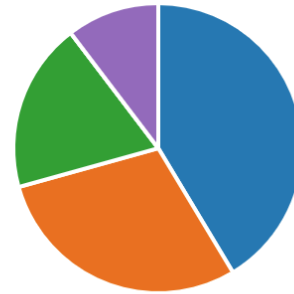


# Meded leaders SAS survey 2023

## Educational supervisor Survey Feb 2023

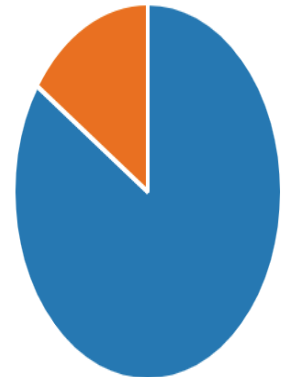
### 4. What is your role?

<span style="color: blue;">●</span> DME	24
<span style="color: orange;">●</span> SAS Tutor	17
<span style="color: green;">●</span> SAS Doctor	11
<span style="color: red;">●</span> MEM	0
<span style="color: purple;">●</span> Other	6



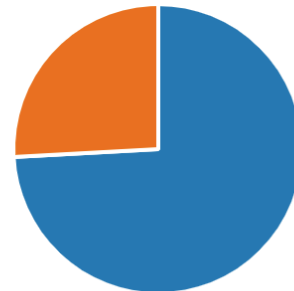
### 8. Do you have SAS Doctors as appraisers in your Trust

<span style="color: blue;">●</span> Yes	49
<span style="color: orange;">●</span> No	9



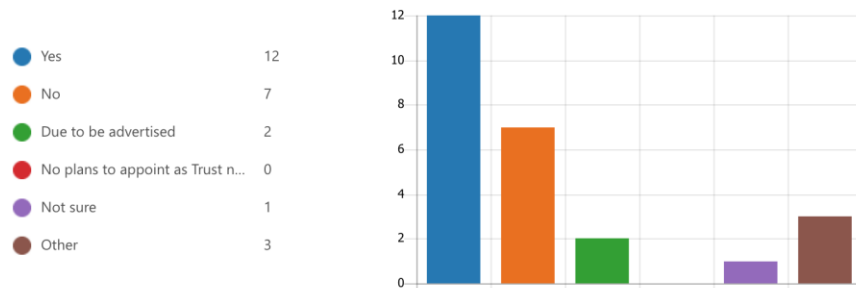
### 5. Are SAS Doctors working as Educational Supervisors in your Trust?

<span style="color: blue;">●</span> Yes	43
<span style="color: orange;">●</span> No	15

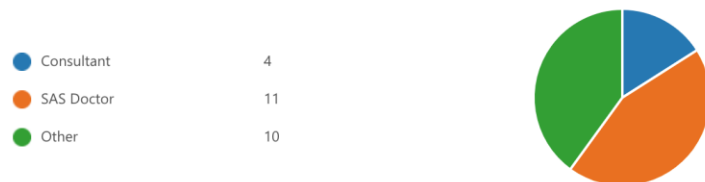


# SAS advocate survey –September 2023

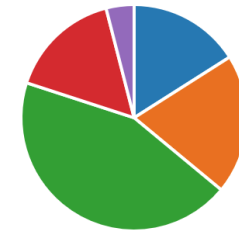
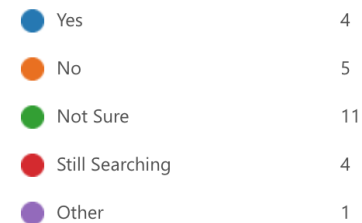
2. Do you have a SAS Advocate?



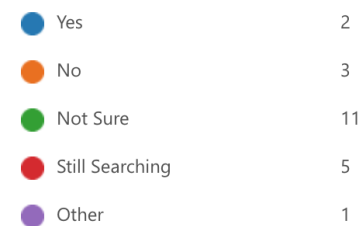
3. If you have a SAS Advocate, is the Advocate?



5. Have you identified 2021 contract funds for your Trust from NHS Employers for use by SAS Advocates/SAS Tutors or LNC?



6. If funds identified, have you had 2 payments for 2021 and 2023?



# MWRES The first 5 : February 2023

## Medical Workforce Race Equality Standard (MWRES)

A commitment to collaborate  
The First Five

February 2023



## MWRES next steps

The publication of the MWRES report in 2021 identified the racial disparity experienced by BME doctors in terms of recruitment, promotion, pay, experience of bullying and harassment, and representation in senior positions. This was especially evident for international medical graduates and specialty and associate specialist (SAS) doctors.

The focus will be on five domains:

1

To reduce disproportionality of entry into local disciplinary processes and referrals to the GMC for BME and international medical graduate (IMG) doctors.

2

To improve diversity in senior medical leadership appointments.

3

To increase BME representation amongst the Councils of Royal Colleges to proportionately reflect their memberships.

4

To ensure there are meaningful local arrangements for initial and ongoing support for IMG doctors.

5

To support SAS doctors to make progress in leadership roles and by review of the contract.

All the above will need commitment from all stakeholders at all levels including medical directors and directors of HR/OD. The national WRES function will support outcomes monitoring, identification of best practice and engagement with regulatory partners.





# SAS STRATEGY

Unlocking the potential  
2023-2026



Royal College  
of Surgeons  
of England  
ADVANCING SURGICAL CARE



# SAS doctor strategy 2022-24



Royal College  
of Physicians



# SLIDO





# SAS engagement :Exercise

- In your groups :
- What percentage of SAS doctors attend SAS meetings
- How can you improve engagement
- Do you get invited to consultant meetings
- Does your trust have SAS doctors on the interview panel for SAS appointments
- Autonomous practice policy



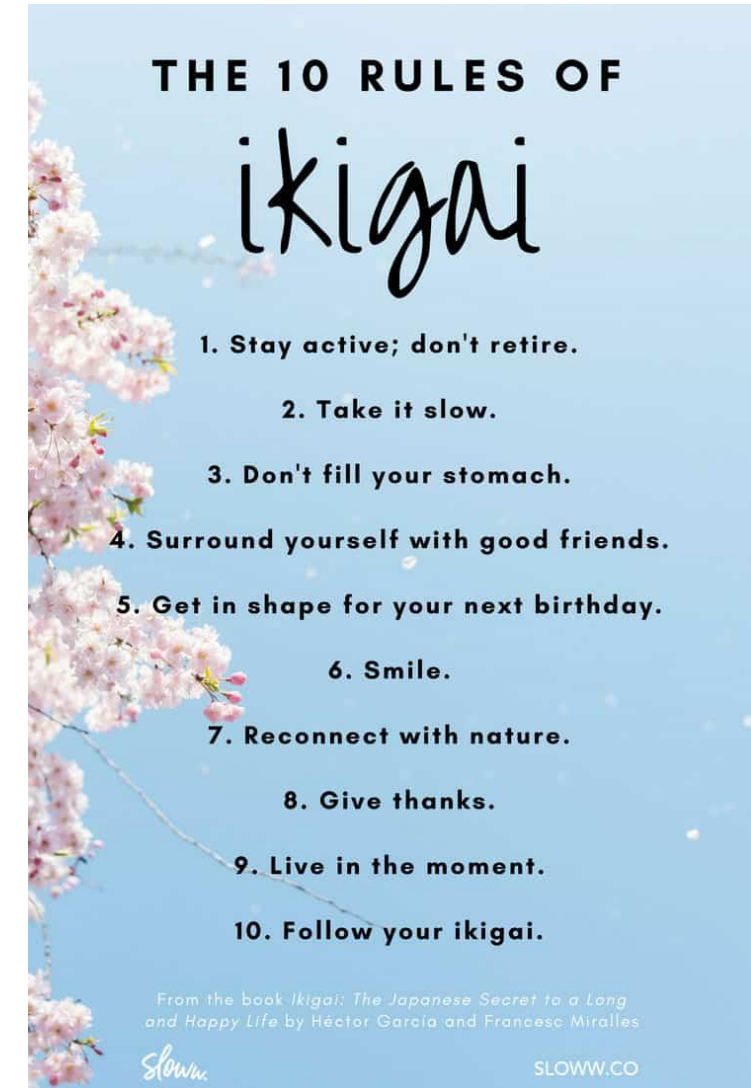
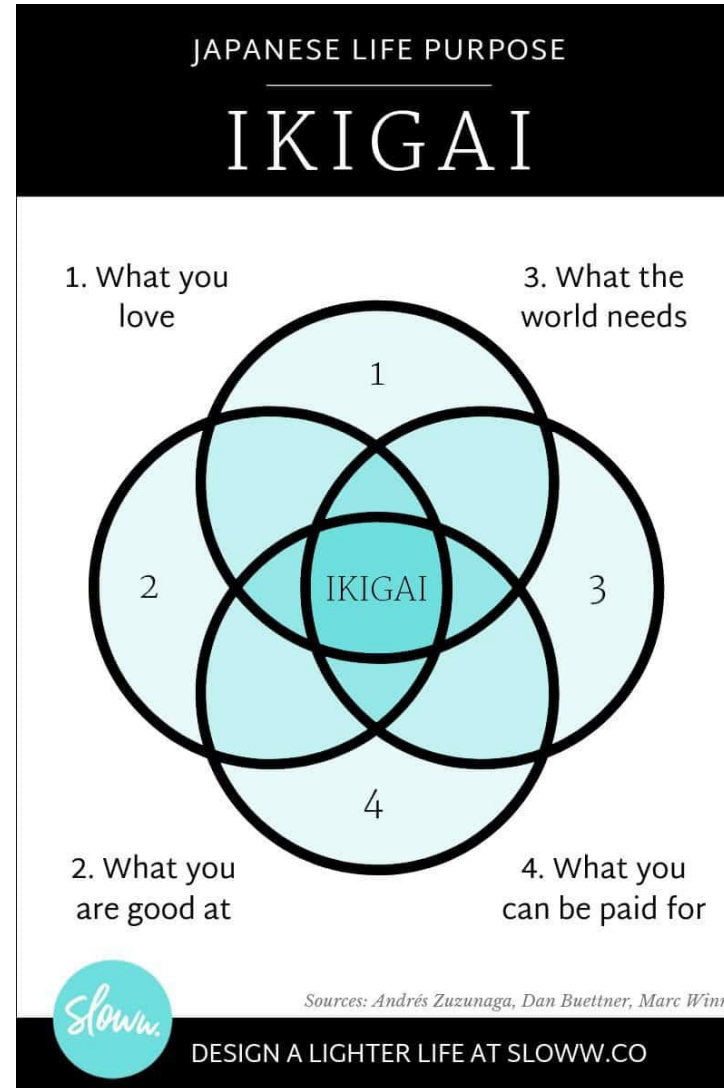
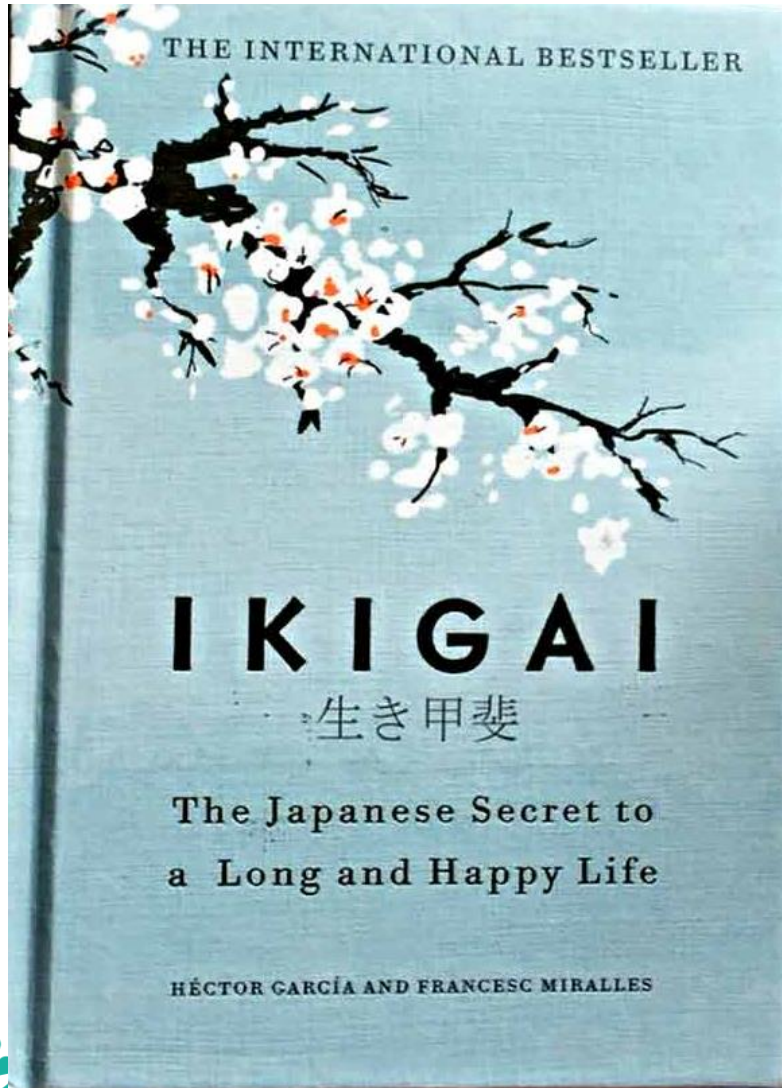
# The mirror test – Squiggly careers

**5 words you want to be known for**

**Go to 6 people –ask 3 things that  
make me stand out**

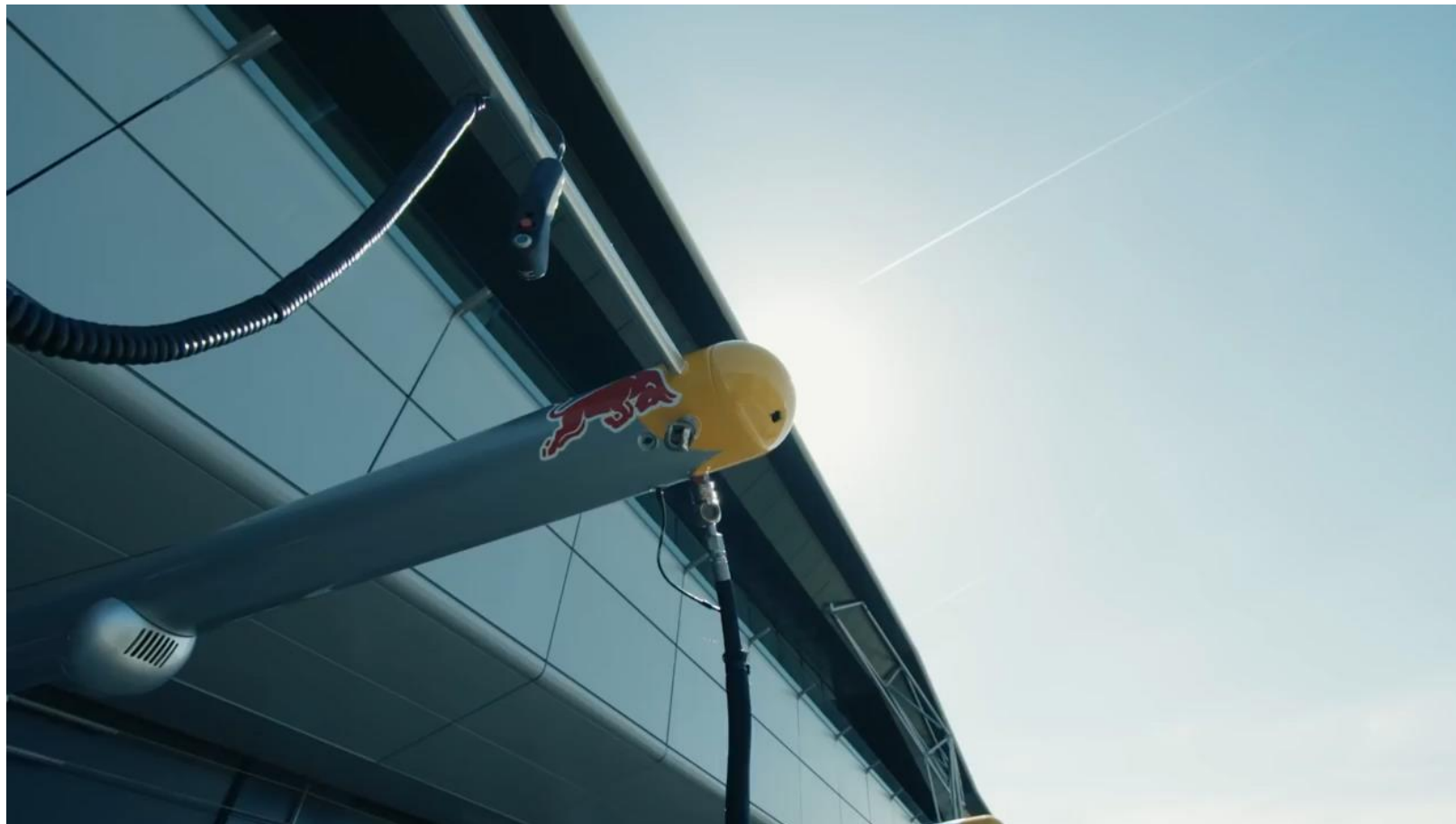


# IKIGAI



<https://www.sloww.co/ikigai/>

# Faster together !



# The SAS pitstop

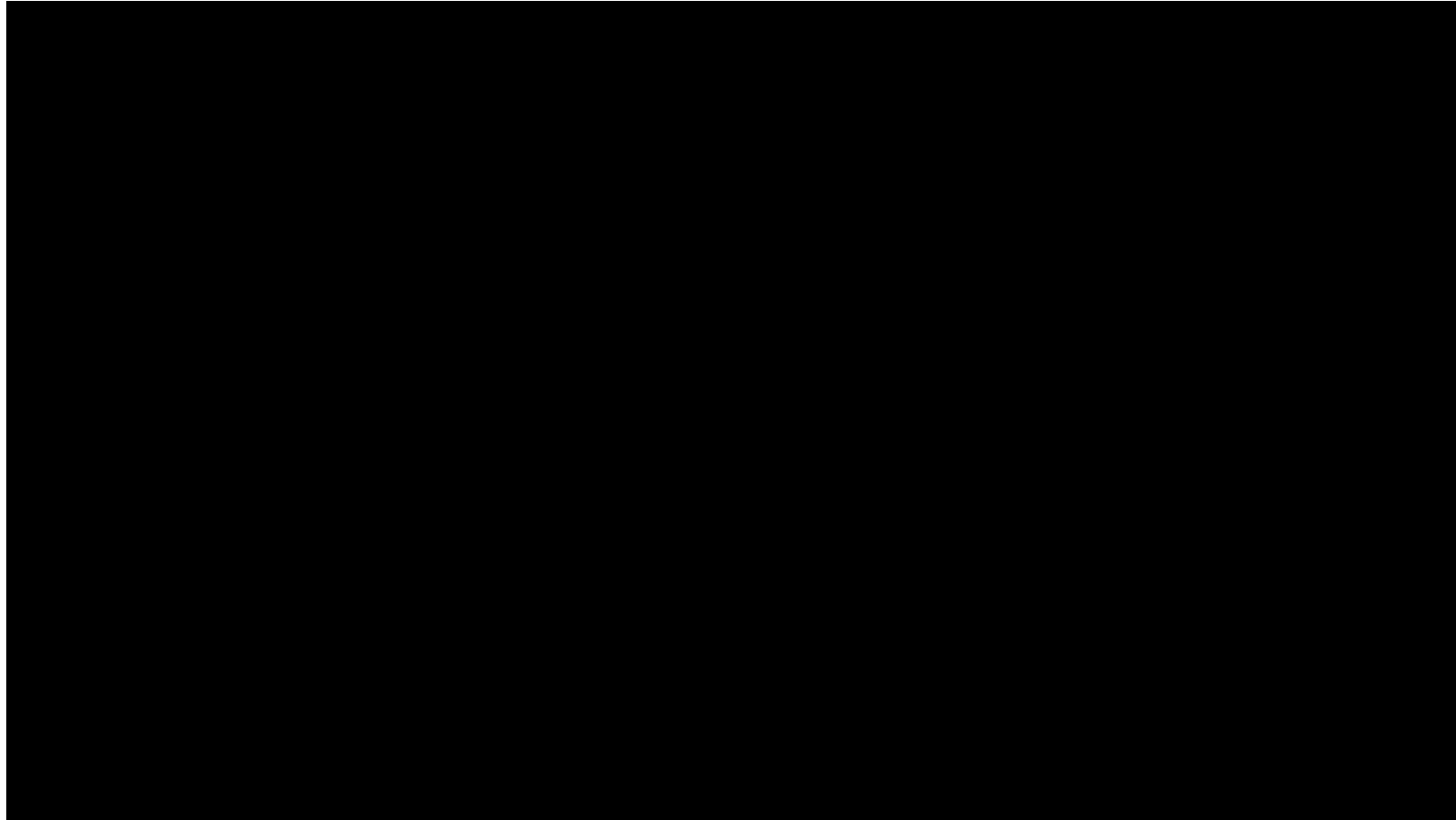


# Way forward

The National SAS  
TEAM



# The National SAS TEAM







# References

- Feeling like an imposter: are surgeons holding themselves back? Bellal Joseph ,1 Esther S Tseng ,2 Martin D Zielinski,3 Christine L Ramirez,4 Jennifer Lynde,5 Kelly M Galey,6 Sai Krishna Bhogadi,1 Khaled El-Qawaqzeh,1 Hamidreza Hosseinpour,1 EAST Equity, Diversity, and Inclusion in Trauma Surgery Practice Committee