



Faculty of
**Medical Leadership
and Management**

Leadership development passport

Created by the FMLM Trainee Steering Group



Leadership development passport

A document for evidence of development in leadership and management for trainees

Mapping your learning experiences to GPC Framework and standards for appraisal

FMLM works to promote excellence in leadership on behalf of all doctors in public health, primary and secondary care and at all stages of the medical career, from medical student to medical director. The Trainee Steering Group (TSG), which is comprised of junior doctors from across the UK, has a keen interest in developing and empowering junior doctors to recognise their leadership potential and responsibilities.

This passport is designed for you to document and reflect on your learning and development opportunities/experiences in clinical leadership. There is a breadth of evidence that can be used to demonstrate the development of your skills and behaviours in leadership (Box A).

The intention is that you use this as a live resource to continually update, reflect on and correlate with your specialist curriculum. You may wish to use this as evidence of your leadership development at annual appraisal/ARCP.

The General Medical Council's [Leadership and management for all doctors](#) provides useful guidance.

This passport is in three sections:

Section 1 – Record of your current leadership and management learning and development

Section 2 – Mapping your experiences to the GMC's Generic Professional Capabilities and the FMLM Standards

Section 3 – Professional development plan

Box A – Examples of evidence you may wish to consider include:

- Development course
- Mentoring
- Coaching
- 360 feedback
- Personal research/reading
- Shadowing leader
- Quality improvement project
- Audit
- Business case
- Leading a committee
- Fellowship/secondment
- Self-assessment tool (eg MBTI, Action logics)
- Conference
- Workshop
- Action learning
- Webinar/podcast
- Formal leadership role

SECTION 1 – Personal details and record of your learning and development

Name: Joe Bloggs
Specialty: Medical Oncology

GMC number: 123456
Level of training: ST5

Record of your learning and development

Leadership-relevant qualifications:

eg PG Cert in Medical Leadership, Medical Education, Quality Improvement

Title of qualification	Accrediting body	Date of completion
Mini-MBA in Leadership and Management (6 evening workshops)	Royal Society of Medicine (RSM)	2018

Membership of Leadership-relevant professional bodies:

eg Faculty of Medical Leadership and Management or Healthcare Financial Management Association

Professional body	Dates of membership
Faculty of Medical Leadership and Management	2017 - Present

Clinical leadership roles - include clinical, non-clinical and informal leadership roles – eg leading a ward round, chairing an MDT

Position	Reflection on learning *	Institution/supervisor	Dates
Chairing a clinical MDT	<p><i>What is the key learning you gained?</i> Utilising different verbal and non-verbal skills to invite contributions from all members of the MDT.</p> <p><i>What impact will your learning have on your leadership?</i> Helped develop my skills when working in a team – through listening and valuing contributions from all team members.</p> <p><i>What further learning/development have you identified?</i> Techniques to better time manage and ensure a balanced discussion between all members of the team.</p>	Chelsea and Westminster Hospital, Dr Newsom-Davies	2017
Leading a ward round	<p><i>What is the key learning you gained?</i> Increased awareness of the impact that my actions (verbal and non-verbal) have on the team and the patient.</p> <p><i>What impact will your learning have on your leadership?</i> Ensuring I am clear and engaged with the team and checking understanding.</p> <p><i>What further learning/development have you identified?</i> Providing leadership and oversight of a team performing many tasks requires multi-tasking, vision, confidence and approachability.</p>	Charing Cross Hospital, Professor Michael Seckl	2018
Leading a cardiac arrest	<p><i>What is the key learning you gained?</i> Remaining calm, confident and clear to provide leadership holding oversight of the team and care of the patient.</p> <p><i>What impact will your learning have on your leadership?</i> Adapting leadership styles depending on the scenario, times that require clear direction compared to other more thoughtful times.</p>	St. George's Hospital, Dr Banerjee	2019

<p>Debriefing after difficult clinical case with team</p>	<p><i>What further learning/development have you identified?</i> Increased exposure to this higher pressure environment stresses the team and individual, therefore more experiences will improve performance and reflecting on performance.</p> <p><i>What is the key learning you gained?</i> Importance of understanding individual skill sets and appraisal and debriefing on performance (positive or negative).</p> <p><i>What impact will your learning have on your leadership?</i> Importance of appraisal and critical feedback for team members to improve their performance. Also the importance of debriefing on difficult and challenging clinical events.</p> <p><i>What further learning/development have you identified?</i> Difficult conversations with staff (compared with patients).</p>	<p>Hammersmith Hospital, Dr Harpreet Wasan</p>	<p>2018</p>
--	--	---	--------------------

*Based on 'What happened' reflective practice - http://www.aomrc.org.uk/wp-content/uploads/2018/09/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf

Leadership roles (non-clinical and voluntary)

Position	Reflection on learning*	Institution/supervisor	Dates
<p>Trainee representative at Association of Cancer Physicians</p>	<p><i>What is the key learning you gained?</i> Accountability and responsibility of running a national forum and clearance required to implement change on behalf of a national organisation.</p> <p><i>What impact will your learning have on your leadership?</i> Understanding the politics and motives of individuals and organisations allows a more successful approach to leadership.</p> <p><i>What further learning/development have you identified?</i></p>	<p>Professor Peter Selby, Leeds</p>	<p>2018</p>

	Risk assessment and management for project delivery and quality improvement.		
--	--	--	--

Publications, presentations and awards relevant to medical leadership and management:

Publications/presentation citation	Role	Reflection on learning*
<p>Baird R., Banks I., Cameron D., Chester J., Earl H., Flannagan M., Bloggs, J. et al. (2016) An Association of Cancer Physicians' strategy for improving services and outcomes for cancer patients. <i>ECancer</i> 10:608</p> <p>Bloggs, J. (2019) Talking's not cheap when the listener acts. Social Care blog, https://socialcare.blog.gov.uk/2019/04/30/talkings-not-cheap-when-the-listener-acts/</p> <p>Wathes R., Clifford A., Bloggs, J., Urch C. (2015) Transformation of oncology inpatients: effects on length of stay and patient satisfaction. <i>Future Hospitals Journal</i> 2:162:165</p> <p>Tharmalingham H, Bloggs, J, Garland P, Regan F (2012) An audit of red cell usage and transfusion thresholds for haemato-oncology inpatients in a UK tertiary centre. <i>British Journal of Haematology (British Society of Haematology 52nd Annual Scientific Meeting)</i>,157 (Suppl. 1) 80</p>	<p><i>Author</i></p>	<p><i>What is the key learning you gained?</i> Understanding the role of policy development and writing.</p> <p><i>What impact has this had on your leadership?</i> Written communication skills and collaborating on joint policy work.</p> <p><i>What further learning/development have you identified?</i> Continue to write to be more succinct and better deliver a narrative</p>

Leadership development programmes, courses and elearning:

eg Edward Jenner Programme

Position	Reflection on learning*	Organisation	Dates
<p>Better Training, Better Care eModule on Clinical Leadership</p>	<p><i>What is the key learning you gained?</i> Better understanding of the process of quality improvement.</p> <p><i>What impact will your learning have on your leadership?</i></p>	<p>Health Education England</p>	<p>2018</p>

	<p>Ensuring that quality improvement metrics and metrics for success are outlined prior to delivery of any change projects.</p> <p><i>What further learning/development have you identified?</i> Understanding the next level of quality improvement and project delivery.</p>		
--	--	--	--

Section 2 – Mapping your development to the GMC’s Generic Professional Capabilities and Standards

This is an opportunity to document your leadership learning and development and map them to the generic professional capabilities and the Leadership and Management Standards for Medical Professionals to identify where you have met these and where there are areas that require further development. Mapping of standards to the healthcare leadership model can be found [here](#)

1. Demonstrating an **understanding** of why leadership and team working is important in a clinician’s role

Learning event	Indicative level in specialty curriculum
<ol style="list-style-type: none"> 1. Read and reflected on the evidence behind medical leadership - West M. Leadership and leadership development in health care: The evidence base. By FMLM and the King's Fund 1. Read and understood the importance of the General Medical Council's Generic professional capabilities framework. 2. Studied the CRUK report on 'Improving effectiveness of multidisciplinary team meetings in cancer services' - https://www.cancerresearchuk.org/about-us/we-develop-policy/our-policy-on-cancer-services/improving-the-effectiveness-of-mdts-in-cancer-services 	

FMLM Standards: Self (self-awareness and self-development 1a – 1g) and team player/leader (effective teamwork – 2a – 2l)	
2. Showing awareness of own leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care	
Learning event	Indicative level in specialty curriculum
<ol style="list-style-type: none"> 1. Time spent with my mentor to evaluate my strengths, weaknesses and areas for improvement in terms of my leadership skills and behaviours. 2. Appraisal and debrief of junior doctors on their performance as part of their case-based discussion/observed clinical. 	
3. Demonstrating an understanding of a range of leadership principles, approaches and techniques and applies them in practice	
Learning event	Indicative level in specialty curriculum
<ol style="list-style-type: none"> 1. Discussion with mentor MBTI type - Discussion around MBTI as a T (Thinking) means that need to be aware of blind spots, including making sure the F (feeling) aspects of decisions, team working and leading are deliberately considered. 2. Better Training, Better Care eModule on Clinical Leadership. 	
FMLM Standards: self (self-awareness and self-development, personal resilience, drive and energy 1a – 1n) and team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
4. Demonstrates appropriate leadership behaviour and an ability to adapt own leadership behaviour to improve engagement and outcomes	
Learning event	Indicative level in specialty curriculum
<ol style="list-style-type: none"> 1. Leading a ward round and engaging with both juniors and patients to promote self-care and educate/motivate junior doctors. 	

FMLM Standards: self (self-awareness and self-development, personal resilience, drive and energy 1a – 1n) and team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
5. Appreciates own leadership style and its impact on others	
Learning event	Indicative level in specialty curriculum
1. Positive 360 feedback and discussion with supervisor with wide ranging consensus where I am described as a supportive, inspirational and approachable leader. Areas to focus on include appraisal and feedback and stepping away from some of the detail to empower others and so taking a high level strategic view.	
FMLM standards: self (self-awareness and self-development, personal resilience, drive and energy 1a – 1n) and team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
6. Actively participates and contributes to the work and success of a team (appropriate followership)	
Learning event	Indicative level in specialty curriculum
1. Leading a cardiac arrest – Leading and participating in a cardiac arrest.	
FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
7. Thinks critically about decision making, reflects on decision-making processes and explains those decisions to others in an honest and transparent way	
Learning event	Indicative level in specialty curriculum
1. Mini-MBA in Leadership and Management – Session on evidence-based decision making in a transparent and open culture.	
FMLM Standards: self (personal resilience, drive and energy 1h – 1n), team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f)	

8. Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development	
Learning event	Indicative level in specialty curriculum
1. Debriefing after difficult clinical case with team.	
FMLM Standards: self (self-awareness and self-development, personal resilience, drive and energy 1a – 1n) and team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
9. Critically appraises performance of colleagues, peers and systems and escalates concerns	
Learning event	Indicative level in specialty curriculum
1. Structured learning event with SHO, with constructive feedback.	
FMLM Standards: team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f, corporate culture, improvement and innovation 3g – 3k)	
10. Promotes and effectively participates in multidisciplinary and interprofessional team working	
Learning event	Indicative level in specialty curriculum
1. Chairing a clinical MDT and drawing in expertise from each member of the team	
FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
11. Appreciates the roles of all members of the multidisciplinary team	
Learning event	Indicative level in specialty curriculum
1. Participating as a member of the ward/discharge planning MDT – introducing and understanding each member of the extended team.	

FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q)	
12. Promotes a just, open and transparent culture	
Learning event	Indicative level in specialty curriculum
1. Presentation at local morbidity and mortality meeting to discuss what lessons can be learnt from a clinical incident.	
FMLM Standards: team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f, corporate culture, improvement and innovation 3g – 3k)	
13. Promotes a culture of learning and academic and professional critical enquiry	
Learning event	Indicative level in specialty curriculum
1. Trainee representative at Association of Cancer Physicians.	
2. Baird R., Banks I., Cameron D., Chester J., Earl H., Flannagan M., Bloggs, J et al. (2016) An Association of Cancer Physicians’ strategy for improving services and outcomes for cancer patients. <i>ECancer</i> 10:608	
FMLM Standards: team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f, corporate culture, improvement and innovation 3g – 3k)	

SECTION 3 - Personal development plan

Date of PDP: 1/3/2019

Name of supervisor: Mr Peter Lees

Aims/objectives for 2019/20

Please list the aims/objectives you have for leadership development. These may be based on your learning and development needs that have been identified by working through this document.

Short term

1. Improve my effective feedback so that I am better able to deliver positive (and negative) feedback to colleagues.
2. Open and deliberately consider the feelings and emotions of others in decision making including understanding how others who. have a stronger F preference make decisions and how to best make use of these relationships.
3. Understand the detail, but step back from some of the detail on projects I am involved with.

Medium term

1. Better engage with mentor.
2. Reflect on the ways my own working may impact on colleagues and be aware how this may be confusing to them.
3. Develop a practice that is self-sustaining.

Long term

1. Find new ways of extending my creativity and spontaneity and allow interests to emerge.
2. Engage in collaborative enquiry to develop my language skills – learning to frame, advocate, illustrate and enquire more skillfully in conversations and meetings.
3. Make explicit for others organisational and personal expectations (as well as underlying cultural/political assumptions).

GPC domain	Development activities *Not all domains may have unique activities eg Shadow a member of the hospital senior management team leading a ward round	Completion date
Demonstrating an understanding of why leadership and team working is important in a clinician's role	Read and reflect on West M. Leadership and leadership development in health care: The evidence base . By FMLM and the King's Fund	September
Showing awareness of own leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care	Reflect on leadership in clinical roles including leading a ward round and chairing MDTs.	October
Showing awareness of their leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care	Perform a quality improvement project (around improving safe patient care).	April
Demonstrating an understanding of a range of leadership principles, approaches and techniques and applying them in practice	Observe a consultant chairing a meeting, discuss and reflect.	December
Demonstrating appropriate leadership behaviour and an ability to adapt own leadership behaviour to improve engagement and outcomes	Actively engaging and participating in a multi-professional tumour MDT.	March
Appreciating own leadership style and its impact on others	Appraisal of a junior member of the team as part of ward-based assessment.	March
Actively participating and contributing to the work and success of a team (appropriate followership)	Actively engaging and participating in a multi-professional tumour MDT.	March
Thinking critically about decision making, reflecting on decision-making processes and explaining those decisions to others in an honest and transparent way	Case-based discussion about a complex patient with consultant, with a focus on the management decision making process.	November

Supervising, challenging, influencing, appraising and mentoring colleagues and peers to enhance performance and to support development	Mentoring and supervising an SHO who is interested in pursuing a career in oncology during their rotation.	August
Critically appraising performance of colleagues, peers and systems and escalating concerns	Appraisal of a junior member of the team as part of ward-based assessment.	December
Promoting and effectively participating in multidisciplinary and interprofessional team working	Actively engaging and participating in a multi-professional tumour MDT and reflecting on the impact I have had.	July
Appreciating the roles of all members of the multidisciplinary team	Chair a discharge panel MDT and reflect on the experience of engaging with all team members.	October
Promoting a just, open and transparent culture	Discussing a difficult case involving a complaint with my senior and reflecting on this.	April
Promoting a culture of learning and academic and professional critical enquiry	Leading an academic-focused ward round with post round debrief and discussion.	September
<p><u>Summary of 360 feedback (FMLM 360 and/or leadership-relevant clinical 360)</u></p> <p>April 2019: Positive 360 feedback with wide ranging consensus describing Joe as has supportive, inspirational and approachable leadership skills. Areas to focus on include appraisal and feedback and stepping away from some of the detail to empower and inspire others.</p>		

Coach or mentor feedback/comments (local or [FMLM mentor](#))

May 2019:

Discussion around MBTI as a T (Thinking) means that I need to be aware of blind spots, including making sure the F (feeling) aspects of decisions, team working and leading are deliberately considered.

Supervisor comments:

May 2019:

Excellent team member, who is liked and seen as approachable universally within the team. He should continue to improve his skills, behaviours and experiences to become an effective clinical leader as discussed above.

FMLM Leadership and Management Standards for Medical professionals

1. Self

Self awareness and self development

- a. Demonstrates a clear people and patient-centred approach, considering the impact of their style, decisions and actions on all those affected.
- b. Manages own emotions and adapts leadership style to have the maximum positive impact on others.
- c. Seeks and acts upon feedback from patients, colleagues and other professionals regarding own effectiveness and possible areas for development.
- d. Commits time to professional development and keeps own skills and knowledge up to date.
- e. Establishes and maintains strong professional and support networks.
- f. Acknowledges own limitations and prepared to seek support from others in order to achieve the best outcomes.
- g. Draws upon a range of leadership theories, principles and experiences to improve and innovate.

Personal resilience, drive and energy

- h. Takes full accountability for actions and decisions within own areas of responsibility.
- i. Remains calm and objective in situations of pressure or conflict.
- j. Sustains personal levels of energy and remains enthusiastic and optimistic in the face of setbacks.
- k. Has the courage to speak up and speak out when standards, quality or safety are threatened.
- l. Constructively challenges others when there is an opportunity for improvement.
- m. Works to a high standard and earns the respect of colleagues.
- n. Manages own time effectively and is trusted by others to deliver commitments and promises.

2. Team player/team leader

Effective teamwork

- a. Fully participates in multi-disciplinary teams in order to achieve the best possible outcomes for all those who use and deliver services.
- b. Asks others for their opinions and ideas, actively listens and takes their views onboard in order to deliver the best outcomes for all.
- c. Attracts and develops talent.
- d. Coaches to develop individuals to reach their full potential.
- e. Supports a diverse workforce and understands the value diversity brings to patient care.
- f. Demonstrates trust and respect for colleagues and is seen as a role model for effective team-working.
- g. Empowers and motivates others to deliver, improve and innovate.
- h. Delegates effectively, sets clear objectives, provides feedback, and holds people to account.
- i. Actively manages poor performance and behaviour.
- j. Is supportive, available and approachable.
- k. Responds quickly and positively when asked for help.
- l. Celebrates success.

Cross-team collaborations

- m. Identifies opportunities for collaboration and partnership, connecting people with diverse perspectives and interests.
- n. Seeks out beyond the immediate team and professional area for new perspectives, ideas and experiences and shares best practice, incorporating this to enhance quality and delivery of services.
- o. Engages the wider healthcare community in the teaching, training and support of own work and that of colleagues.
- p. Openly shares own networks with colleagues and partners.
- q. Connects individuals, teams and organisations for mutual benefit.