

**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**

**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

*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*](https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/leadership-and-management-for-all-doctors) provides useful guidance.

**This passport is in three sections:**

# Section 1 – Personal details and record of your learning and development

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

# Section 3 - Personal development plan

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

**Name: GMC number:**

**Specialty: Level of training:**

**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** |
|  |  |  |

**Membership of Leadership-relevant professional bodies:**

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

|  |  |
| --- | --- |
| **Professional body** | **Dates of membership** |
|  |  |

**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** |
|  | *What is the key learning you gained?*  *What impact will your learning have on your leadership?*  *What further learning/development have you identified?* |  |  |

\*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** |
|  | *What is the key learning you gained?*  *What impact will your learning have on your leadership?*  *What further learning/development have you identified?* |  |  |

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

|  |  |  |
| --- | --- | --- |
| **Publications/presentation citation** | **Role** | **Reflection on learning\*** |
|  |  | *What is the key learning you gained?*  *What impact has this had on your leadership?*  *What further learning/development have you identified?* |

**Leadership development programmes, courses and elearning:**

eg Edward Jenner Programme

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Position** | **Reflection on learning\*** | **Organisation** | | **Dates** |
|  | *What is the key learning you gained?*  *What impact will your learning have on your leadership?*  *What further learning/development have you identified?* |  | |  |
| 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](https://www.fmlm.ac.uk/sites/default/files/content/page/attachments/FMLM%20Professional%20Standards%20links%20with%20NHS%20Leadership%20Framework%2C%20Healthcare%20Leadership%20Model%20and%20General%20Medical%20Council_0.pdf) | | | | |
| 1. **Demonstrating an understanding of why leadership and team working is important in a clinician’s role** | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| FMLM Standards: Self (self-awareness and self-development 1a – 1g) and team player/leader (effective teamwork – 2a – 2l) | | | | |
| 1. **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 | |
| 1. | | |  | |
| FMLM Standards: Self (self-awareness and self-development 1a – 1g) and team player/leader (effective teamwork – 2a – 2l) | | | | |
| 1. **Demonstrating an understanding of a range of leadership principles, approaches and techniques and applies them in practice** | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| 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 | | |
| 1. | | |  | | |
| 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) | | | | | |
| 1. Appreciates own leadership style and its impact on others | | | | | |
| Learning event | | | Indicative level in specialty curriculum | | |
| 1. | | |  | | |
| 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) | | | | | |
| 1. Actively participates and contributes to the work and success of a team (appropriate followership) | | | | | |
| Learning event | | | Indicative level in specialty curriculum | | |
| 1. | | |  | | |
| FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q) | | | | | |
| 1. 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. | | |  | | |
| 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) | | | | | |
| 1. Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| 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) | | | | |
| 1. Critically appraises performance of colleagues, peers and systems and escalates concerns | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| FMLM Standards: team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f, corporate culture, improvement and innovation 3g – 3k) | | | | |
| 1. Promotes and effectively participates in multidisciplinary and interprofessional team working | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q) | | | | |
| 1. Appreciates the roles of all members of the multidisciplinary team | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| FMLM Standards: team player/leader (effective teamwork and cross-team collaborations 2a -2q) | | | | |
| 1. Promotes a just, open and transparent culture | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| FMLM Standards: team player/leader (effective teamwork 2a -2l) and corporate responsibility (corporate team player 3a – 3f, corporate culture, improvement and innovation 3g – 3k) | | | | |
| 1. Promotes a culture of learning and academic and professional critical enquiry | | | | |
| Learning event | | | Indicative level in specialty curriculum | |
| 1. | | |  | |
| 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: Name of supervisor:**

**Aims/objectives for [insert date]**

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.**

**2.**

**3.**

**Medium term**

**1.**

**2.**

**3.**

**Long term**

**1.**

**2.**

**3.**

|  |  |  |
| --- | --- | --- |
| **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 |  |  |
| Showing awareness of own leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care |  |  |
| Showing awareness of their leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care |  |  |
| Demonstrating an understanding of a range of leadership principles, approaches and techniques and applying them in practice |  |  |
| Demonstrating appropriate leadership behaviour and an ability to adapt own leadership behaviour to improve engagement and outcomes |  |  |
| Appreciating own leadership style and its impact on others |  |  |
| Actively participating and contributing to the work and success of a team (appropriate followership) |  |  |
| Thinking critically about decision making, reflecting on decision-making processes and explaining those decisions to others in an honest and transparent way |  |  |
| Supervising, challenging, influencing, appraising and mentoring colleagues and peers to enhance performance and to support development |  |  |
| Critically appraising performance of colleagues, peers and systems and escalating concerns |  |  |
| Promoting and effectively participating in multidisciplinary and interprofessional team working |  |  |
| Appreciating the roles of all members of the multidisciplinary team |  |  |
| Promoting a just, open and transparent culture |  |  |
| Promoting a culture of learning and academic and professional critical enquiry |  |  |
| **Summary of 360 feedback (**[**FMLM 360**](https://www.fmlm.ac.uk/programme-services/individual-support/fmlm-360) **and/or leadership-relevant clinical 360)**  **Coach or mentor feedback/comments (local or** [**FMLM mentor**](https://www.fmlm.ac.uk/members/individual-support/mentoring)**)**  **Supervisor comments:** | | | |

[**FMLM Leadership and Management Standards for Medical professionals**](https://www.fmlm.ac.uk/individual-standards)

**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.