

Learning to Lead

A tiered approach to developing clinical leaders
in postgraduate medical training



Contents

Introduction

Learning to Lead Toolkit

Educational Supervisors Questions

Reflective Template for the Resident Doctor

Taking it further/ next Steps

Suggested reading materials.

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The toolkit is available in this document with live hyperlinks.

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Introduction

Healthcare delivery is now the responsibility of all individuals working collaboratively within complex systems that cross disciplinary and organisational boundaries. Effective clinicians need to be able to work within and with these systems to deliver high quality effective care for patients and patient populations. To develop these skills, clinicians need to be exposed to a variety of learning opportunities within the domain of management and leadership.

There is growing evidence that supports a strong relationship between the engagement of clinicians in the leadership task and a range of healthcare quality and outcomes. West M et al 2015.

Good Medical Practice 2024 states that :

“Good doctors communicate clearly and work effectively with colleagues in the interests of patients. They develop their self-awareness, manage their impact on others, and do what they can to help create civil and compassionate cultures where all staff can ask questions, talk about errors and raise concerns safely” GMC 2024.

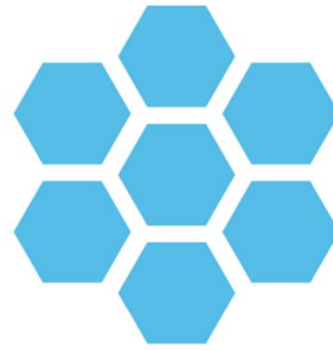
On completion of training all doctors find that part of their work includes a leadership and management role and for a small cohort it may well form a much larger role should they choose a career path of senior medical leadership. **It should be acknowledged that leadership and management are not skills to be learnt in the closing months of postgraduate training, but to be developed during the entirety of training and beyond.**

This toolkit is designed to help residents to develop competencies to prepare them for life as a senior doctor. It supports the need for practical experience in leadership and management during training and seeks to put theory into practice. The toolkit is flexible, meaning it can be used in its entirety, or to complement existing leadership or management training programmes. It is

designed not just to be a point reference but to come together as a portfolio of work over the course of a speciality training programme.

It is stressed that merely undertaking a leadership or management activity is no evidence of leadership competency development unless the resident has thought about it/ reflected/ received feedback and they have linked behaviours to an established leadership framework, such as the Medical Leadership Competency Framework or the Healthcare Leadership Model. A reflective template is included at the end of this toolkit to facilitate the reflective process.

This toolkit is flexible, meaning that it could be used in its entirety, or to complement components of your training curriculum requirements, or existing leadership or management training programmes.



General Principles - What exactly is involved in using the toolkit

The toolkit is designed around both resident doctor and the educational supervisor.

It can then be used year on year as the resident doctor progresses through their specialty programme, with the result being a portfolio of activities and learning logs reflective of the resident's personal journey through management and leadership.

The role of the Resident Doctor

All residents at entry into specialty training are encouraged to carry out a leadership academy self-assessment tool which is part of the Managing yourself domain. [Here](#)

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- Residents are expected to complete a maximum of two projects per year, chosen from any of the domains.
- Residents are encouraged to refer to the healthcare leadership model dimensions when carrying out projects and reflect on the process of higher/strategic level thinking in relation to their activities.

The role of the Supervisor

At the start of each training year, supervisors will agree with their residents which projects the resident should undertake under which domains. This should be a joint decision and should take into account current opportunities within the organization.

The supervisor role is key to ensuring that the projects chosen are appropriate to the resident's level, and achievable given the time and resource available.

Together the resident and supervisor will develop a plan for completing the project; resources and signposting will be agreed, and progress will be reviewed regularly.

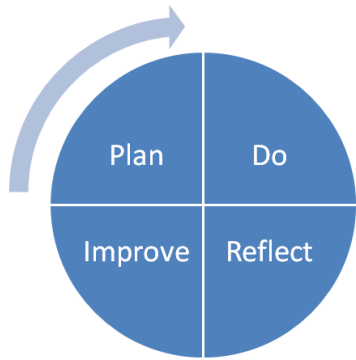
Evidence of completion for the projects chosen will be uploaded to each resident's ePortfolio for review at ARCP every year. The format of evidence provided will be at the discretion of the supervisor.

A summary line of progress with the toolkit could be incorporated into the Educational Supervisors final report for ARCP.

Supervisors are not expected to manage any of the projects themselves but are meant to signpost residents to the appropriate projects for them to complete independently.

Similar to the principles of the Plan-Do-Check-Act cycle¹, for any project undertaken by residents they are expected to plan, do, and then reflect in order to improve their leadership and management skills.

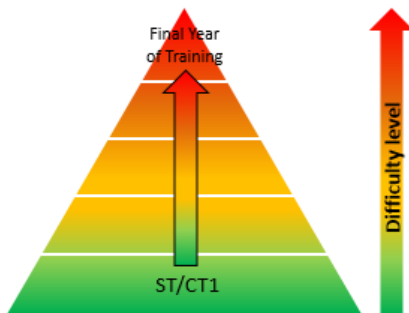
¹ For more information visit: <http://www.hse.gov.uk/managing/plan-do-check-act.htm>



Tiered learning

The toolkit incorporates a tiered learning structure. With each level building on the one before and developing in level of challenge for the residents. Other factors that might affect the type of activity or project chosen are the resident's preferred learning style, experience or interest in a particular area.

For more information visit: <http://www.hse.gov.uk/managing/plan-do-check-act.htm>



Trainers and residents are advised to start with an easier activity/ intervention or project.

Residents can choose activities, interventions and projects which increase in complexity as the resident becomes more mature.

If a resident's level of competence allows them to undertake a more difficult intervention at the beginning of the year, it may be advisable for them to undertake an easier project in their next placement, to balance out the workload over the course of the year.

Principles

The interventions / activities should be relevant, predominately work based, be multi professional and inclusive.

Most of the interventions and resources identified in this framework are either online tools, reading or resources, the aim being for residents to access the resources either individually or in groups at a time convenient to them and then hold discussions and reflections with their educational supervisor/ trainer, either in the workplace or via tutorials.

The red text indicates what the stakeholders consider to be essential elements.

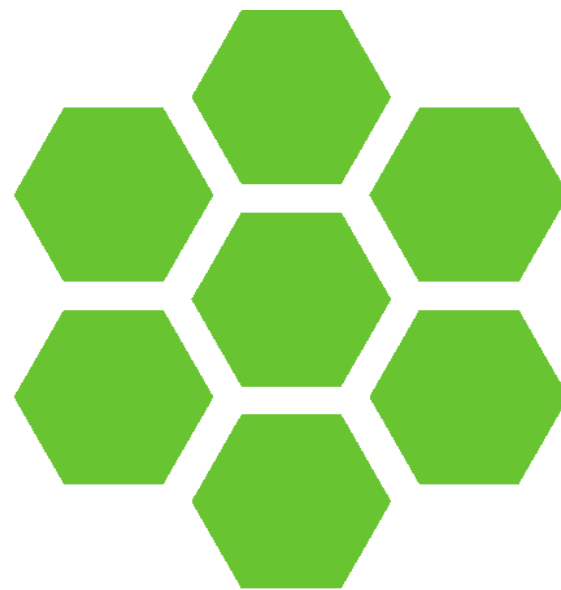
Context

The interventions/ resources have been mapped to the NHS Health Care Leadership Model, [here](#)

and are in line with the NHS People Promise [here](#)

and the GMC Generic Professional Capabilities framework [here](#)

The toolkit is broken down into three continuous and overlapping stages:



Early Years F2-CT/ST2
GP F1/2

Middle Years ST3-5
ST1-3

Later Years CT6 to 2 years post CCT
Post CCT

Learning to Lead Toolkit

Resources and training courses

The next few pages provide examples of activities, interventions or projects which can be undertaken at different stages in training.

Supervisors and residents may wish to use and tailor these examples or develop their own activities or projects depending on the specialty. We would also encourage using resources available within individual Trusts to support workplace-based learning.

The Toolkit will be regularly updated, and new resources will be added as they become available. This blended approach to learning is centered on both self-assessed and peer and learning, as well as by discussion with educational and clinical supervisors.

At the end of the Toolkit is a template reflection tool, designed for the resident to be able to log a reflection on their activities through the year. By the end of the training programme, the toolkit will provide a summary of activities and reflection logs.

Learning to Lead Toolkit

The red text indicates what key stakeholders consider to be essential elements.

Speciality Induction

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
The importance of Leadership	Healthcare students talk about the importance of developing leadership skills and what leadership means to them here Listen to this podcast on Incivility and Teams, here Read GMC Good Medical Practice ; here	Individuals are invited to watch the clip and then have facilitated discussions/ reflection	All
NHS Structure, understanding the Health and Care System	Read the NHS Constitution here Read Our Leadership Way here	Introduction by Heads of School during specialty programme induction	Connecting our Service
Compassionate and Inclusive Leadership	Read, Compassionate and Inclusive Leadership here	Individuals are invited to read the website/ watch the clip and then have facilitated discussions/ reflection.	Leading with Care

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
	Read, Kings Fund compassionate leadership here Watch Leadership in Today's NHS here Reading - Being Mortal, Atul Gawande Reading, Compassionate Leadership, Sustaining Wisdom, Humanity and Presence in Health and Social Care Michael A West Watch the Ted talk on Self Compassion here Take a Self-Compassion Test here	Residents are encouraged to watch the video , undertake the quiz , listen to the podcast and reflect/ discuss	
Undertake a Leadership Self-Assessment	NHS Health Care Leadership Model self-assessment tool here Undertake VIA character Strengths here	Undertaken individually then reflect with Educational Supervisor	All

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
Listen and reflect	Listen to the Sharp Scratch podcast on working as a resident or a newly qualified doctor here	Personal time	
	Listen to the Leadership podcasts here		
	And one on The Surprising Factor- Kindness in Healthcare here		
Equality, Diversity and Inclusion	Social Inequalities explained in this engaging and thought-provoking clip, here	Personal time	
	Residents are encouraged to link with the Trusts/ organization EDI training and networks		
	Watch- the Danger of Single Story by Chimamanda Adichie here		
	Watch- Dr Robin DiAngelo talking about White fragility: here		
	Watch- Dr Kimberle Crenshaw , what is intersectionality here		

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
Write a reflective piece	Read- Allyship - The Key To Unlocking The Power Of Diversity here The resident is asked to write a reflective piece in each year of training preferably using specific examples on one of the items below: What is my natural style of communication when not under pressure? What is my style of communication when challenged? How do I react to stress, criticism and how do I develop resilience?^[1]_[SEP] How do others perceive me in non-stressful and stressful situations? How do I challenge myself to learn things outside my comfort zone:	Toolkit from AoMRC here Reflective template:  Leadership Reflective Template	All

Suggest intervention/ activity or topic	Educational resources / support available	How this could be facilitated	Health Care Leadership Model Dimension
Articles and Research on Leadership	Do a literature search. Reading • Leadership, Plain and simple, by Steve Radcliffe • Dare to Lead, Brene Brown • Compassionate Leadership Michael West Read Journal- BMJ Leader here Harvard Business Review Articles on Leadership here	Personal Reading	All

Early years- Foundation, CT/ST1-2 GPF1-2

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Developing knowledge of the context	Read the NHS People Plan here Lord Darzi's review, 2024 here NHS Long Term Plan here NHS Long Term Workforce Plan, here Read GMC, Good Medical Practice , here	Personal study and reflection	ALL
Leadership focused action learning sets (using the Edward Jenner Foundation in Leadership Programme modules as a focus)	Undertake the Leadership Programme- The Edward Jenner Foundations in Leadership online free modular leadership training here	121 with educational Supervisor and facilitated action learning sets	Developing capability
Participate in active residents committee /become an education fellow	Information is available via local educational supervisors and training programme directors. Involvement with local residents' networks FMLM toolkit for running a junior doctor representative group here	Through local educational supervisors, training programme directors.	Developing capability

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Become a trustee or board member of a charity / voluntary group		
Shadow a Trust/ ICS/B board member/ attend a board meeting	Link with your local organizations' leadership lead, Medical Director, Director of Medical Education	Contacting the Trust Learning and development Team or Training Hub	Sharing the vision
Manage a Rota	This project will develop insight into the complexities of rota management as it involves designing a rota that provides adequate staffing levels and that accounts for annual leave, study leave, training days and taster weeks, whilst complying with the European Working Time Directive	With support of educational supervisor/ trainer	
Chair a meeting	This could be within the department as part of a quality improvement project or resident groups. Requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping Toolkit here	With support of educational supervisor/ trainer	Developing capability
Undertake a Health Care Leadership Self-assessment	Health Care Leadership Model self-assessment tool here	Self-administered and reflection with educational supervisor/ trainer	Developing capability

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Developing Self Awareness	Reflect on your leadership style here	Self-administered and then reflection with peers/ educational supervisor/ trainer colleagues	Engaging the team
	Consider what your strengths are here		
	Utilize the many online tools and resources here including topics such as		
	Emotional Intelligence, questionnaire, here		
	Psychological safety here		
	Listen to the Leadership Insights podcasts series here		
	Undertake diagnostic tools such as the Myers Briggs personality tool- maybe available locally		
	Explore Personal Agency and Power here		
Receive Coaching	Leading for Diversity, Having Brave Conversations, here	121 in person or via skype/ telephone available via local leadership academies	
	London Leadership Academy resources, here		
	Accessed via your internal Trust Learning and Development team or Training Hub or via the leadership academy here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Develop Quality Improvement skills and knowledge.	Via Local QI lead within the Trust/ Integrated Care Board NHS Impact here Video Clips- Transparency, Compassion and Truth in Medical Errors – Leilani Schweitzer - TEDx University of Nevada here The Moral Era – Keynote by Don Berwick at the 2015 National Forum on Quality Improvement in Healthcare (YouTube) here Data presentation; Mesmerizing measurement: engaging teams in measurement for improvement here Courses NHS Improvement academy - Online quality improvement e modules here A useful website/ resource on patient safety here NHS Scotland QI, Quality Improvement hub here	Undertake the modules whilst undertaking a QI/ audit project. Reflect progress with Educational Supervisor and link with your organization's Quality Improvement I lead.	Inspiring shared purpose

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Quality Improvement in Healthcare Online course; here NHS School for change agents here Read The free online book: ‘Safer Healthcare: Strategies for the Real World’ by Charles Vincent & René Amalberti here Black Box Thinking by Matthew Syed and a podcast from him called ; Learning from life and death - here Free online book. Complications; -A Surgeon’s Notes on an Imperfect Science here		
Undertake mentoring/ near peer support for medical or physician associate students	Accessed via your internal Trust learning and development team or Training Hub or via the leadership academy here	Individually via local leadership academies or Educational Supervisors	Sharing the vision
Faculty of Medical Leadership and Management opportunities and resources	Faculty of Medical Leadership and Management https://www.fmlm.ac.uk/ Resident member/ steering group/ resources		ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Watch/ listen and reflect on Leadership TED talks;	General Leadership- Compassionate Leadership here Leadership and Empathy, Simon Sinek here Podcast- "The Future of Leadership" by Margaret Heffernan here Simon Sinek ; Why good leaders make you feel safe here and How Great Leaders Inspire Action here and Do you love your wife here Ronald Heifetz on Leadership here Brene Brown, The power of Vulnerability here Dare to Disagree Margaret Heffernan here Mark McKergow introduces host leadership here Watch, talks on Teams: Super Chickens Margaret Heffernan here Professor Amy Edmundson on Teaming here and here Talk on Teams, giving control and encouraging self-managing groups here	Can be viewed individually and reflected on individually or with peers/ teams	ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Civility- Watch the talk, Professor Christine Porath, shares the costs of incivility and how civility pays here Chris Turner, When rudeness in teams turns deadly here Followership, watch Dancing guy here Personal Impact Read, How to Own the Room, by Viv Groskop Watch - Amy Cuddy - Your Body Language may shape who you are here Read- Talk like Ted by Carmine Gallo Watch- The power of Failure, JK Rowling here Reading, Googles Project Aristotle here Functions of Teams Patrick Lencioni here Managers; Compassion and Accountability aren't mutually exclusive here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Why compassion matter in a crisis, here Mindfulness, Read Ruby Wax's book, Frazzled Download Headspace, a free app One minute meditation here Resources to help you manage your own health and wellbeing , via your Local Trusts		
Managing Change	Read: Who moved my Cheese, Dr Spencer Johnson and / or Managing Transitions, William Bridges Undertake the Managing Change, BMJ learning module; here Undertake the BMJ module Introduction to change management Read William Bridges, Managing Transitions or watch here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Working in partnership with patients and communities- Patient / Citizen Leadership	Watch and reflect- E Patient Dave here Attend a patient participation/ involvement group/ governors meeting. Patient Voices, here Watch this talk on Community Development, here Shadow a Trust Governor/ Patient Leader	Follow them on Twitter @PatientVoicesUK @Co4CC	Leading with care
Influencing skills	Watch and reflect: Science of Persuasion here Nudge, Improving Decisions about Health, Wealth, and Happiness by Richard H. Thaler, Cass R Sunstein here		
Human Factors Training/ Patient safety	Locally delivered programmes in organisations plus- Watch the video clip - Just a routine operation- here	Watch and discuss in peer groups	Inspiring shared purpose
Inclusion	Access locally run training programmes, networks.	Watch individually and reflect or in peer groups with facilitated reflection from ES	Leading with care

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	eLearning for Healthcare Equality and Diversity online module here Podcasts, listen and reflect Pragya Agarwal on Unconscious Bias here Implicit bias; podcast here And Jayne-Anne Gadhia, here Sheryl Sandberg, podcast- here Watch and reflect- Leading for Diversity, Having Brave Conversations, here Watch, The danger of a single story, TED talk here The Danger of Willful Blindness here What does my headscarf mean to you Yassmin Abdel-Magied here Women in Leadership; TED Talk from Sheryl Sandberg here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Professionalism	Michael Kimmel on Gender Equality here	Facilitated discussion with peers or ES	
	Avoiding Unconscious Bias here		
	Watch, reflect and discuss Army Lieutenant General David Morrison here		
	Reading, Difficult Conversations, how to discuss what matters most, Stone D, Patton B and Heen S		

Middle years ST3-5, GP ST1-3

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend local or nationally run courses such as -	Mary Seacole here Rosalind Franklin here	Attending a formal programme	ALL
Finance Modules	An Introduction to Healthcare Finance – E-learning module here		Evaluating information
Writing and implementing a business case	E.g. bid to purchase a new piece of equipment with consideration of the various funding	With support from your educational/ clinical supervisor or local manager	

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	avenues, such as NHS funding or charitable funding In house Training may be available NHS Elect do training on writing a business case, not all organisations are members you can check here		
Mentoring- mentor an ST1/2	Develop mentoring skills , local training or here		Leading with care
Developing Leadership skills	Read- Faculty of Medical Leadership and Management (FMLM) leadership and management standards here Introverted Leaders Toolkit here Watch and reflect, Susan Cain- The power of Introverts TED talk - here Handling Conflict at Work here Giving Effective Feedback, watch or read Radical Candor, Kim Scott, here Reflect on your leadership Saboteurs here	Facilitated discussion with peers or ES	

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Undertake roles such as; Educational / Leadership Fellow Resident rep for specialty / school HEE TV Resident Advisory Committee member Join a simulation or human factors faculty.	Available via Royal Colleagues Local Educational Supervisors Faculty of Medical Leadership and Management Join a network, such as the Women's Leaders Network here		Developing capability
Manage a project	Undertake the PRINCE2 Foundation course Free project management course here	Personal study and reflection	
Develop Risk Management Knowledge and Skills	Providing evidence of attendance and contribution to clinical governance meetings. Investigating an incident; learning about root cause analysis Residents can spend time with senior colleagues working through the process of how a serious incident (SI) is investigated, using real examples and how a timeline of events is constructed, and	With support from your educational/ clinical supervisor or local manager	

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	root cause analysis is performed to discover why an incident has occurred. Drawing up and receiving the departmental risk register Designing and implementing a project to reduce risk Designing and implementing an induction programme Contact the local clinical audit team for information on workshops and resources.		
Locally run Trust/ ICB/ leadership and management courses	Contact your learning and development department or Training hub		ALL
Undertake a Healthcare Leadership Model 360 feedback	Here	Feedback with a qualified facilitator and then discussion with Educational or Clinical supervisor.	ALL
Shadowing and buddying leaders and managers	Trust / Medical Director- CEO- Nursing Director or other relevant leaders, non-executives etc.	With support from your educational/ clinical supervisor or local manager	Sharing the vision

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Working in and leading Teams	Watch, reflect and discuss-		Engaging the team
	Building a psychologically safe workplace: Amy Edmondson here		Holding to account
	Teamwork and Leadership		Sharing the vision
	Leading Multidisciplinary teams, learning module from the Leadership Learning Zone, , here		Inspiring shared purpose
	Build a tower, build a team- Tom Wujes, The Marshmallow Challenge here		
	Baba Shiv - give up the driving seat here		
	Innovation- <i>Got a meeting? -Take a walk</i> ” Nilofer Merchant here		
Develop Coaching skills	Abilene Paradox- individual and group aversion to conflict. People agree to a solution that they did not really agree with it. here		
	Attend a locally run coaching skills course.		Developing capability
	Read- Coaching for Performance by John Whitmore		
	Watch and reflect:		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	Coaching and Action Learning Sets here		
	Coaching in action, the GROW model here		
Receive coaching and mentoring	Via your local learning and development teams , training hubs or the leadership academy here		Developing capability
Q initiative- Health Foundation	The Health Foundation, here		Inspiring shared purpose
Time management	Read, Business balls here		Developing capability
	Watch this clip with Bill Gates here		
	Read the Pomodoro Technique here		
	Read, 400 Thousand Weeks by Oliver Burkeman		
Practice Self Care	Read and reflect self-care for leaders	 A Self Care Assessment Checklis	

Optional out-of training programme (OOP) opportunities for those with a particular interest, could be taken in middle or later years of training

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Fellowships	Trusts and NHS England offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only. National Medical Directors Clinical Fellowship Scheme here		ALL

Later years ST6- post CCT, GP Post CCT

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend a post CCT programme	The Next Generation GP Programme, here		Inspiring shared purpose
Lead a leadership/ QI project	As previously plus essentials toolkit here		
Introducing a new medical guideline	This project involves may involve presenting how practice will change in the department, education departmental staff about the change, and monitoring any change to practice. Discussion may focus on the difficulties in introducing changes to current practice and how to solve the problems that arise. <i>Or</i> Introducing a new piece of equipment		
Developing a new service	More complex project management skills can be developed if a resident is part of a team introducing a new service. Planning, teamwork, overcoming obstacles, resilience and complete-finisher skills are developed in this scenario.		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Attend Trust/ ICS/ B business meetings.	Link with the local Trust Learning and Development Department, Director of Medical Education, Educational supervisors, ICB/ S SENIOR Teams	Via local organisations leadership and Od leads.	Inspiring shared purpose
Shadowing senior systems leaders/ managers	Leaders in - Social Care- Voluntary Sector		
Elizabeth Garret Anderson Leadership Programme	Via the National Leadership academy here		ALL
Receive Coaching	Via your local learning and development teams the leadership academies here		ALL
Managing Others	Dealing with difficult doctors BMJ module- here Having critical conversations here		
Undertake a formal Leadership Programme-/ Course/ Degree	Royal Colleagues / Universities Improving Global Health Programmes National Leadership Academy- Nye Bevan here Clinical Executive Fast Track Programme here Aspiring Chief Executive Scheme here		ALL

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
	General Practice Improvement Leaders Programme here		
	Kings Fund here		
Receive coaching/ train as a coach	Via your local learning and development teams the leadership academies here		Developing capability
Join a leadership community	In Primary Care there is NHS Collaborate here		Inspiring shared purpose
	National General Practice Improvement Programme here		
RCGP First 5 Groups/ LMC organized meetings	RCGP here		Inspiring shared purpose
	Via Local Medical Committees		
Holding Talent Management Conversations	Via the local Leadership academies here		ALL
	Talent Management Hub , here		
Senior Leadership Development	NHS Executive Suite here		All
	System Leadership Behaviours Framework here		
	System Leadership Self-Assessment here		

Suggested Activity	Educational resources / support available	How this could be facilitated	HLM Dimension
Course	Yale University, The Science of Wellbeing here	Online e learning	All

Educational Supervisor/ Resident Discussion

Three questions that can be used to facilitate discussions.

Tell me about how your behaviour has developed with leadership in mind.

What have you observed and learned from others in respect of leadership behaviours?

What have people told you about your leadership behaviours - includes feedback from individuals and multisource feedback?

Reflective Log Template

The template on the next page allows space for the resident to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.



Leadership Reflective Log

Name of Resident

Level of Training:

Activity/ Intervention undertaken, or Projects completed:

Reflection:

What? (a description of the activity)

What happened, what did I do, what did others do, What did I feel, What was I trying to achieve?, what were the results, what was good or bad about the experience

So what? (An analysis of the event)

So what is the importance of this? So what more do I need to know about this?, so what have I learned about this?, so what does this really mean for me

Now What? (Proposes a way forwards following the event)

Now what could I do? Now what should I do? Now what would be the best thing to do? Now what will I do differently next time?

Adapted from Rolfe, G, Freshwater, D and Jasper, M (2001) Critical Reflection for Nursing and the helping professions, a user's guide. Basingstoke, Palgrave Macmillan AoMRC guidance on reflection.

GMC guidance on reflective practice.

Includes information on:-

- Supporting appraisal and supervision – an appraisee and appraiser having a reflective discussion
- Supporting reflection - examples of how organisations have supported reflective practice.
- Good practice examples - three scenarios showing good practice in reflecting on an experience.
- Team reflection – how Schwartz Rounds are a facilitated group reflective practice forum that brings the whole healthcare team together to reflect on the emotional and social aspects of their work.

The weblink to the GMC resources is <https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/reflective-practice>.



Further Information and support please contact maggie.woods@nhs.net