Spiral Leadership

Toolkit

Spiral toolkit

Version 1.3

Developing people
for health and
healthcare

www.hee.nhs.uk

Contents

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 in order to deliver high quality effective care for patients and patient populations. In order to develop these skills, clinicians need to be exposed to a variety of learning opportunities within the domain of management and leadership.

On completion of training, all doctors find that part of their work includes a 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. The Spiral Leadership toolkit is based on the success of a leadership and management training programme developed in Ophthalmology by the former Head of School, Miss Fiona O'Sullivan. This toolkit is designed to help trainees to develop competencies to prepare them for life as a consultant. It supports the need for practical experience in 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.

Spiral leadership toolkit

The Healthcare Leadership Model developed by the NHS Leadership Academy[1] is made up of 9 dimensions which are all linked to a series of leadership behaviours. The domains within the Spiral Leadership toolkit have been designed around achieving these dimensions over the course of specialty training. The 8 domains seen below form the centre of the spiral leadership toolkit and all activities should be planned around these. The programme also has strong links with the GMC Generic Professional Capabilities framework.
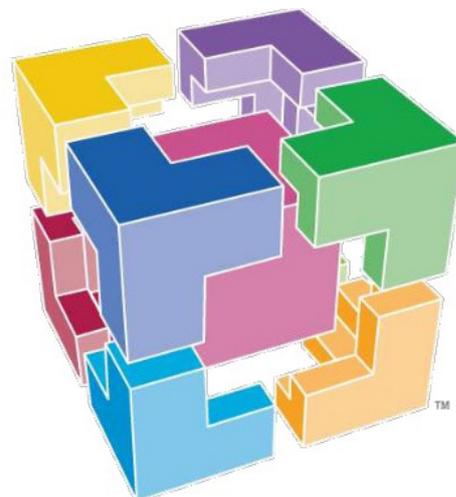
Healthcare leadership model

The Healthcare Leadership Model is made up of nine behavioural dimensions:

- Inspiring shared purpose
- Leading with care
- Evaluating information
- Connecting our service
- Sharing the vision

- Engaging the team
- Holding to account
- Developing capability
- Influencing for results

The diagram below demonstrate how each of the spiral leadership domains match to the healthcare leadership model.

Financial
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Evaluating information
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Connecting our service

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Engaging the team
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Holding to account

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General principles - What exactly is involved in using the portfolio?

The Spiral toolkit is designed around both trainee and educational supervisor incorporating it into personal development plans. It can then be used year on year as the trainee progresses through the speciality programme, with the end result being a portfolio of activities and learning logs reflective of the trainee's personal journey through management and leadership.
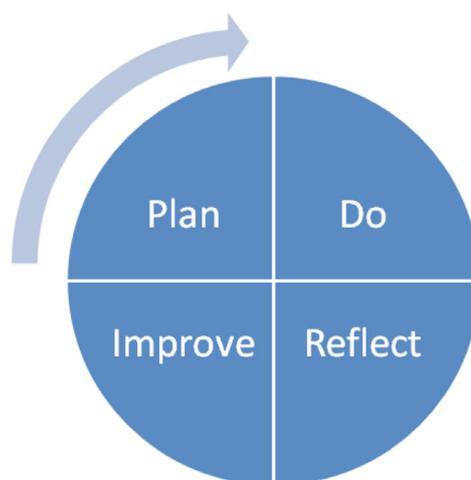
The role of the trainee

- All trainees at entry into specialty training should carry out the leadership academy self-assessment tool which is part of the Managing yourself domain. www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool
- Trainees are expected to complete a maximum of two projects per year, chosen from any of the domains. However, within each domain are useful links which should be used for self-directed learning. The projects form practical application of this knowledge.
- Trainees are not restricted to the projects suggested under each domain and are encouraged to develop their own projects.
- In each of the first two years of training, trainees are strongly encouraged to choose one project from the Managing Yourself domain, alongside another project chosen from any of the other domains.
- All projects should be completed during the training year and mapped in line with the length of the trainee's placements.
- Upon completion of training, trainees should aim to have completed projects from each of the eight domains.
- Trainees 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 trainees which projects the trainee should undertake under which domains. This should be a joint decision and should take into account current opportunities within the organisation
- The supervisor role is key to ensuring that the projects chosen are appropriate to the trainee's level, and achievable given the time and resource available.
- Together the trainee and supervisor will develop a plan for completing each project; resources and signposting will be agreed, and progress will be reviewed regularly.
- Evidence of completion for the projects chosen could be uploaded to each trainee's ePortfolio for review at ARCP every year. The reflection log templates at the end of the toolkit could be used as evidence.
- 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 trainees to the appropriate projects for them to complete independently.
- Trainers should note that a large number of the projects undertaken within the programme are practical and can be for the benefit of their department. In many cases trainees will be undertaking projects that can save them time e.g. by requesting a new piece of equipment on behalf of their department. Within your organisation, it may be useful for supervisors to come together and put on face to face workshops with trainees to help solidify learning and exposure with certain domains. Eg a face to face workshop around team working exploring individual roles
- For those trainees who demonstrate a natural flare or wish to take their learning in management and leadership further, trainers should discuss the options available in the 'taking it further section' at the end of the toolkit.

Similar to the principles of the Plan-Do-Check-Act cycle , for each project trainees are expected to plan, do, and then reflect in order to improve their leadership and management skills.

Tiered learning

The programme incorporates a tiered learning structure. Each of the domains includes examples of projects that can vary in difficulty. Other factors might affect the type of project chosen, such as the trainee's preferred learning style, or interest in a particular area.
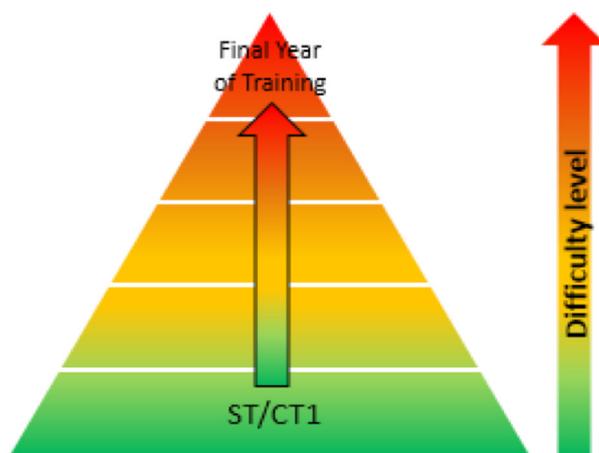
Trainers and trainees are advised to always start with an easier project and work their way up to something more challenging.

Trainees can choose projects which increase in complexity as the trainee becomes more mature. If a trainee's level of competence allows them to undertake a more difficult project 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.

[1]For more information visit: www.hse.gov.uk/managing/plan-do-check-act.htm

Toolkit

Resources and training courses

This toolkit includes signposting to useful links, resources, as well as suggested courses available to south London trainees via the GSTT School of Improvement, which offers a wide range of courses on leadership, teaching and supervision skills. The Toolkit will be regularly updated and new resources linked to trusts and other organisations will be added as they become available.

This blended approach to learning is centred on both peer and self-assessed learning, delivered through classroom training, web based lectures and downloadable resources.

The next few pages provide examples of projects to be undertaken within each domain. Supervisors and trainees may wish to use and tailor these examples, or develop their own projects depending on the specialty. We would also encourage using resources available within individual trusts to support work place based learning.

At the end of the toolkit are reflection pages for each year of training. They are designed for the trainee to be able to log a reflection on their activities through the year that have complemented the two domains they chose. By the end of the training programme, the toolkit will provide a summary of activities and reflection logs.

Domains and project examples

Resources and training courses

Click on the domain to be taken to useful links and project examples for each domain

Spiral toolkit

Managing self

This domain focuses the individual on thinking about their own attributes and skills in communication, handling feedback, coping with stress, developing resilience and stretching oneself to develop further.

Emphasis is placed on developing the skill of effective reflection. Trainees are asked to complete a piece of development and produce a reflective piece in each year of training. Areas which may be challenging can be revisited. Trainers should note that the quality of reflective writing by participants can be variable.

Project example

Title: How to reflect and write a reflective piece

Description: The trainee 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?
- How do others perceive me in non-stressful and stressful situations?
- How do I challenge myself to learn things outside my comfort zone?

Useful links

i.   **Source:** London Leadership Academy

   Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

   Link: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

ii. **Source:** London Leadership Academy – Healthcare Leadership Model Self- Assessment Tool

   Description: A self-assessment tool to support the Healthcare Leadership Model has been developed and has a greater focus on helping individuals to assess their leadership behaviours and more fully understand their leadership development.

   Link: www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool

iii. **Source:** Professional Support and Development Courses

   Description: This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

   Link: www.lpmde.ac.uk/professional-development/sccls

iv. **Source:** Developing Reflective Writing Skills

   Description: These links are useful for developing reflective writing skills

   Links: www.cumbria.ac.uk/public/liss/documents/skillsatcumbria/reflectivecyclegibbs.pdf
   www.gmc-uk.org/education/continuing_professional_development/26744.asp

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Managing self

•

Inspiring shared purpose

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Evaluating information

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Holding to account

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Sharing the vision

Team management

This domain focuses the individual on thinking about effective team management and skills in dealing with potentially challenging team dynamics.

Project examples

- *Training in equality and diversity*
- *Managing a rota* - This project gives 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.
- *Learning about recruitment, including shortlisting and interview techniques*
- *Learning how to appraise*
- *Learning how to inspire and motivate team members*
- *Chairing a meeting* - Requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping

Useful links

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   Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

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   Link: www.lpmde.ac.uk/professional-development/sccls

iii. **Source:** eLearning for Healthcare

   Description: This link is for online equality and diversity training, with an excellent communication skills section.

   Link: www.e-lfh.org.uk

iv. **Source:** South London Trainee Network

   Description: This is a link to the South London Trainee Network website. Get involved with your local trainee network and projects.

   Links: www.sltn.london

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Team management
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Inspiring shared purpose
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Financial

This domain focuses the individual on considering financial aspects of their everyday work.

Project examples

- *Writing and implementing a business case, e.g. bid to purchase a new piece of equipment with consideration of the various funding avenues, such as NHS funding or charitable funding.*
- *Contributing to a cost improvement plan*
- *Learning about payment by results and managing financial information*
- *Shadowing Clinical Commissioner of relevant services or attending a Clinical Commissioning Group (CCG) meeting*

Useful links

i. **Source:** Skills Development Network

Description: Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. E-learning resources for understanding NHS finances. All NHS employees can register on the site for free and have access to easy watch videos on various finance topics.

Link: www.skillsdevelopmentnetwork.com

ii. **Source:** Future Focused Finance

Description: Future Focused Finance (FFF) is an NHS initiative to improve employee understanding of NHS finance.

Link: www.futurefocusedfinance.nhs.uk

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Financial

Evaluating information

Connecting our service

Project management

This domain focuses the individual in the discipline of project management including planning and execution of a project with specific goals and success criteria.

Project examples

- *Introducing a new medical guideline* - This project involves presenting how practice will change in the department, education departmental staff about the change, and monitoring any change to practice. Discussion focuses on the difficulties in introducing changes to current practice and how to solve the problems that arise.
- *Introducing a new piece of equipment*
- *Developing a new service* - More complex project management skills can be developed if a trainee is part of a team introducing a new service. Planning, team work, overcoming obstacles, resilience and completer-finisher skills are developed in this scenario.

Useful link

i.   **Source:** London Leadership Academy

Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

Link: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Project management

Influencing for results

Engaging the team

Sharing the vision

Evaluating information

Inspiring shared purpose

This domain focuses the individual on legal aspects of practicing medicine.

Medico-Legal

Project examples

- *Handling a complaint* - Trainees are given genuine anonymised complaints from patients. The trainees research the Trust complaints procedure and then draft a response to the complaints. The trainers review the response and advise on whether it is appropriate and adequate to deal with issues raised by the complaint. From this the trainees achieve a good working knowledge of the NHS complaints system. By the end they will have compiled a number of worked examples for future use. Once this project has been completed, trainees are encouraged to continue answering complaints to keep their skills up.
- *Writing a report for a solicitor*
- *Death Certification/ coroner report if applicable to specialty or other specialty specific legal registration*

Useful links

i. **Source:** London Specialty School of Ophthalmology

Description: Complaint Exercise Example

Link: https://secure.synapse.nhs.uk/file/download/id/163464

Copy and paste the below link into your browser (trainee/trainer login required).

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Medico-Legal

Evaluating information

Connecting our service

Confidentiality and data protection

This domain focuses the individual on gaining knowledge of the legislation concerning data protection and confidentiality. In May 2018 the General Data Protection Regulation (GDPR) comes into effect. This has implications on how we currently handle personal data.

Project examples

- *Completion of Trust Mandatory training in Information Governance*
- *Information governance - learning the principles of Information Governance; then teaching fellow trainees about data protection*
- *Reviewing breaches of information governance e.g. patient confidentiality*

Useful link

i. **Source:** NHS England

Description: This resource page has been designed to help locate the information needed to answer most Information Governance related queries.

Link: www.england.nhs.uk/ourwork/tsd/ig/ig-resources

ii. **Source:** NHS Digital

Description: This resource page gives up to date information on GDPR as it is released.

Link: https://digital.nhs.uk/information-governance-alliance/General-Data-Protection-Regulation-guidance

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

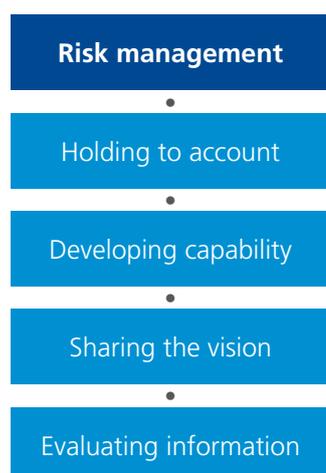| Confidentiality and data protection |
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| • |
| Developing capability |
| • |
| Holding to account |
| • |
| Engaging the team |

Risk management

This domain focuses the individual on demonstrating involvement in departmental clinical governance meetings and understanding risk management.

Project examples

- *Providing evidence of attendance and contribution to clinical governance meetings, over a period of six months*
- *Investigating an incident; learning about root cause analysis* - At some point in professional life, most doctors will be involved in a serious incident (SI).   Trainees can spend time with senior colleagues working through the process of how an SI is investigated, using real examples and how a timeline of events is constructed, and root cause analysis is performed to discover why an incident has occurred. Time is spent trying to devise interventions so that precipitating events that led to the SI will not reoccur
- *Drawing up and receiving the departmental risk register*
- *Designing and implementing a project to reduce risk*
- *Designing and implementing an induction programme* - Understanding relevant risks and strategies to mitigate these risks as well as communication skills are developed with planning and delivering induction. This may also include being a Dr Toolbox champion for the department.

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Risk management
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Evaluating information

Management training

This domain focuses the individual on understanding the skills required to be an effective manager within the NHS.

Project examples

- *Research NHS principles and values and trainee to evidence how they apply this to working life*
- *Providing evidence of attendance at management courses with reflective notes - Reflective note writing is encouraged after the course, and this is discussed with the trainer. The advantage of attending a course is that much information in different areas of management can be obtained in a relatively short period of time*
- *Providing evidence of shadowing Trust management with reflective notes*
- *Experience of how ISTC (Independent Sector Treatment Centre) or other independent providers contribute to clinical services*
- *Experience of multi-professional community or hospital based schemes with reflective notes*
- *Specialty would need to provide relevant examples to trainees here*

Useful links

i.   **Source:** eLearning for Healthcare

   Description: eLearning for Healthcare provides access to an online equality and diversity training, which includes an excellent communication skills section.

   Link: www.e-lfh.org.uk

ii. **Source:** Kings Fund

   Description: Courses for senior trainees in leadership

   Link: www.kingsfund.org.uk/audio-video/management-specialist-trainees-leadership-development

iii. **Source:** Skills Development Network

   Description: Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. E-learning resources for change leadership. All NHS employees can register on the site for free.

   Link: www.skillsdevelopmentnetwork.com

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Management training

•

Inspiring shared purpose

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Connecting our service

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Leading with care

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Sharing the vision

Local resources

Different organisations (primary and secondary care) across London have various courses on offer. Please see a list of what is available broken down by region

Useful links

i. **Source:** Faculty of Medical Leadership and Management

    Description: The Faculty of Medical Leadership and Management (FMLM), established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges, is the UK professional home for medical leadership. Our primary objective is to raise the standard of patient care by improving medical leadership. They have courses, qualifications and fellowships on offer.

    Link: www.fmlm.ac.uk

ii. **Source:** Darzi Fellowships

    Description: The Darzi Fellowship Programme is a prestigious, high profile initiative that has been shown to have a profound impact not only on participants, but also on their employing organisation.

    Link: www.londonleadershipacademy.nhs.uk

iii. **Source:** NHS Leadership academy

    Description: The Edward Jenner programme is your first port of call if you're looking to build a strong foundation of leadership skills that can help enhance your confidence and competence in your role. This is a free online course open to all healthcare professionals

    Link: www.londonleadershipacademy.nhs.uk

iv. **Source:** Medical Education Fellows

    Description: Trusts and HEE 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. These are advertised on NHS jobs throughout the year as available.

    Links: www.jobs.nhs.uk

Local trust resources

The next few pages allow space for the trainee to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.

South London

Guy's and St Thomas' Foundation Trust

School of Improvement
Course: Stress and Resilience
Description: This event and workshop covers: personal organisation and resilience, stress management and how to cope, looking after yourself, and bullying and harassment.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

School of Improvement
Course: Clinical Leadership on the Ward
Description: This event and workshop covers: developing skills as a leader, dealing with different personalities, human factors, and team building.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

School of Improvement
Course: Business and Strategy
Description: This course is a half day on business planning, commissioning and Trust performance.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

School of Improvement
Course: Delivering Quality Care Course
Description: This 1 day course provided by GSTT School of Improvement includes handling complaints, duty of candour and patient experience.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

School of Improvement
Course: Clinical Audit Workshops
Description: The Quality Improvement and Patient Safety team offers a half day introduction to a clinical audit training workshop. The workshop is run monthly and is aimed at staff that have no experience of clinical audits or those who have been involved with audits and want to better understand the audit process.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

School of Improvement
Course: Consultant Interview Preparation and Practice
Description: This programme is aimed at trainees who are preparing for consultancy.
Link: www.guysandstthomaseducation.com/project/school-of-improvement

St Georges Hospital University Foundation Trust

https://sgh.govintra.net/wp-content/uploads/2017/09/Leadership-and-management-development-course-catalogue-2017-18.pdf

Local trust resources

North Central and East London

Barts Health NHS Trust

Course: Junior Doctors Leadership Course
Description: 1 day course for Foundation, Core and Early Higher trainees. It introduces the concept of leadership styles, NHS structure, finances, patient safety, governance, conflict and mentoring (Level 1)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Senior Management/ SpR Leadership Course - 2.5 days
Description: Leadership, managing change, conflict and communication as well as QI/ Patient safety (Level 1)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: QI Training for Core Medical Trainees
Description: Design and implementation of QI project with guidance and coaching (Level 2)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Education Fellows funded to join PgCert in Medical Education
Description: Includes leadership, coaching and mentoring
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Enrolment to Mary Seacole and Edward Jenner Programmes for all staff
Description: Formal programme run by LLA including online modules and workshops
Link: www.bartshealth.nhs.uk/the-education-academy

Local trust resources

North Central and East London

North East London NHS Foundation Trust

Course: QI Training for Junior Doctors
Description: QI training and guidance on implementation of projects supported by the QI department.
Link: www.nelft.nhs.uk/postgraduate-and-undergraduate-education

Course: Working together, leading together programme
Description: This programme is aimed at all consultants and band 8 employees within NELFT

The programme allows all the candidates to gain knowledge and develop skills by exploring the attitudes, beliefs and values of successful health leaders and by developing participant's ability to lead teams and develop people within a multi-disciplinary setting.

A key part of this programme will be the implementation of a quality improvement project mapped to quality, innovation, productivity and prevention (QIPP) which can be included as supporting information for consultant revalidation portfolios.

Link: www.nelft.nhs.uk/postgraduate-and-undergraduate-education

Local trust resources

North Central and East London

Homerton Hospital NHS Trust

Course: Clinical Fellow in QI scheme
Description: Fully funded role for SpRs to take up an OOPE in Clinical Leadership and QI.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: MSc in Medical Leadership (RCP/Birkbeck) scheme
Description: Funded for Higher trainees to undertake a formal qualification with service management work through RCP.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: Leadership development programme
Description: Includes Ward Sisters Leadership programme, Midwifery Leadership programme, and Band 6 development programme.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: The Learning and Development course for staff
Description: To be competent to lead, manage and coach their staff to enable them ultimately to contribute positively to the constant improvement of patient care.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Primary care

Hackney GP Training Scheme: QI and Coaching
Contact: Dr Mel Sayer and Dr Dominic Roberts

Newham GP Training Scheme: QI
Contact: Dr Lakh Lar

Further updates coming soon

Local trust resources

Leadership Courses in NWL

Hammersmith and Fulham - QSIR programme aimed at clinicians

Northwick Park run a programme on leadership across the training years, based around the clinical leadership competency framework – sessions on self-awareness ('knowing me, knowing you), decision making and critical thinking, understanding context, innovation ('Dragon's Den)

Ealing offer Red Whale-led session 'Offering Leadership and Facilitating Change'

CMH offer individua profiling

Riverside – leadership and health promotion

Most GP training schemes in North West London run the following sessions
• Exploring leadership through the arts
• Residential sessions on leadership
• Half day release sessions on leadership
• Leading change – improvement and innovation
• Clinical leadership - Complaints and SEA
• Education leadership – planning half day release programme

Taking it further

The toolkit provides a framework for development of management and leadership skills within the day to day job of a doctor in postgraduate training. Beyond this there are opportunities for out of programme years and formal qualifications should a trainee wish to take the domain further.

Useful links

i. **Source:** Faculty of Medical Leadership and Management

   Description: The Faculty of Medical Leadership and Management (FMLM), established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges, is the UK professional home for medical leadership. Our primary objective is to raise the standard of patient care by improving medical leadership. They have courses, qualifications and fellowships on offer.

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iv. **Source:** Chief Registrar

   Description: Chief registrars are senior doctors in training working to build stronger leadership, management and quality improvement skills through the Royal College of Physicians' (RCP's) bespoke development programme.

   Links: www.rcplondon.ac.uk/projects/rcp-chief-registrar-scheme

v. **Source:** Medical Education Fellows

   Description: Trusts and HEE 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. These are advertised on NHS jobs throughout the year as available.

   Links: www.jobs.nhs.uk

National resources

https://secure.synapse.nhs.uk/pages/group_1316/d855fd859772757b565fb0f981aaf79a
This is a link to the London School of Ophthalmology Synapse page, which includes a set of leadership resources.

www.londonleadershipacademy.nhs.uk/leadershiptoolkit
This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the Managing Change domain. There are also sections on leading and managing others and leading teams and change.

www.fmlm.ac.uk/resources/launch-of-resource-for-junior-doctors
This Toolkit has been designed by the FMLM and HEE to help develop their leadership skills.

www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-360-degree-feedback-tool
360 degree feedback is a powerful tool to help individuals identify their leadership strengths and developmental needs.

http://elearning.rcgp.org.uk
RCGP Have a range of resources available to GP trainees.

www.e-lfh.org.uk/home
e-Learning for Health is a HEE Programme in partnership with the NHS and Professional Bodies providing high quality content free of charge for the training of the NHS workforce across the UK.

www.lpmde.ac.uk/professional-development/sccls
This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

www.lpmde.ac.uk/training-programme/specialty-schools/public-health/teamup
This is a link to a variety of volunteering projects available in London which provide opportunities for team-working, chairing and leading.

www.dr-toolbox.com
Dr Toolbox is a website and mobile app which provides local hospital and department information to trainee doctors. Dr Toolbox also includes a leadership programme, which has been developed to encourage editors to manage and maintain their respective Dr Toolbox pages as part of the quality improvement requirements set within postgraduate medical curricula.

www.skillsdevelopmentnetwork.com
Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. All NHS employees can sign up to the site for free.

www.futurefocusedfinance.nhs.uk
Future Focused Finance (FFF) is an NHS initiative to improve employee understanding of NHS finance.

Reflection log

The next few pages allow space for the trainee to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.

Consider using this reflection log to have a conversation about your development needs with your educational supervisor. These pages can be uploaded into your portfolio for ARCP as evidence of your leadership and management development.

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

  1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

   1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

 1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

   1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

  1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

   1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

   1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training   **Trainee**

Education Supervisor

Domains chosen:

   1.   2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training: