

SIPM: Leadership and Management (L&M)

SECTION 1: CAPABILITIES IN PRACTICE

L&M CiP 1: The doctor understands and continually develops themselves as an individual and as a leader	
Key Skills	Descriptors
Is committed to self-development and personal growth	<ul style="list-style-type: none"> • Is a reflective practitioner • Uses feedback to develop self • Sets SMART objectives to guide self-development • Actively seeks opportunities to develop skills in and exposure to medical leadership and management • Undertakes leadership and management roles which enable self-development
Understands themselves as an individual	<ul style="list-style-type: none"> • Researches own personality type and considers the associated strengths and weaknesses • Considers how own personality type interacts with others • Is aware of the core aspects of 'Emotional Intelligence' • Manages own emotions and adapts approach according to the needs of the situation and to maximise impact • Effectively manages conflict • Understands the importance and consequences of unconscious bias • Reflects on own unconscious biases
Understands themselves as a leader	<ul style="list-style-type: none"> • Is aware of the importance of clinical leadership • Understands importance of leadership in patient safety • Appreciates the difference between leadership and management • Is aware of different leadership styles • Reflects on own leadership style and adapts it according to the needs of the situation and to maximise impact • Displays authenticity in leadership; understands the theory of authentic leadership and is able to demonstrate it within their leadership style • Understands the theory of followership and its importance
Understands the importance of wellbeing	<ul style="list-style-type: none"> • Understands the importance of looking after own wellbeing • Uses tools and models to appraise and develop own resilience • Has insight into stress management and is aware of the potential signs of stress or burnout in oneself



Evidence to inform decision	
<ul style="list-style-type: none"> • Reflective practice • Personal Development Plan • Leadership Log • TO2 • 360-degree leadership feedback • Cbd • Mini-CEX • NOTTS • RCOG Learning • Personality type feedback with reflection 	<ul style="list-style-type: none"> • Uses tools such as Johari window or SWOT analysis to target areas for improvement in self-development • Tools to assess emotional intelligence or unconscious bias, with associated reflection • Leadership course • Conflict resolution course • Communication course • Evidence of leadership or management activities undertaken
Knowledge criteria	
<ul style="list-style-type: none"> • Theoretical basis for reflections (e.g. Gibbs/Kolb/Rolfe et al reflective cycle) • Personality type • Theory and application of Emotional Intelligence (Daniel Goleman) • Unconscious bias • Leadership style • Followership • Leadership in patient safety • Stress management • Resilience 	

L&M CiP 2: The doctor works effectively as a team player and a team leader	
Key Skills	Descriptors
Is an effective team player	<ul style="list-style-type: none"> • Is approachable, available, reliable and supportive • Is honest and accountable for actions • Is an active contributor who speaks up and shares thoughts and ideas • Is respectful of team members • Values and encourages the contribution of others • Is confident to offer constructive challenge
Is an effective team leader	<ul style="list-style-type: none"> • Inspires shared purpose and motivates a team to work towards it • Sets clear vision and goals • Delegates effectively • Maximises the ability of team members to perform as individuals and in collaboration • Provides feedback and actively manages poor performance • Celebrates success • Effectively chairs meetings/groups

Leads with compassion	<ul style="list-style-type: none"> • Promotes and supports the wellbeing of team members • Recognises signs of burnout in colleagues and directs to support • Gets to know team members as individuals including their drivers • Understands and shows how to support the team/members of the team through adverse events • Creates a working environment that makes team members feel valued, supported and safe • Calls out poor workplace behaviours
Understands the benefits of diversity and collaborative working	<ul style="list-style-type: none"> • Understands the importance and benefits of diversity in a team • Understands the power of collaboration in achieving a team's vision • Understands the barriers that members from marginalised communities may encounter • Takes steps to promote equality, diversity and inclusion • Takes steps to address potential unintended inequalities or biases • Works towards developing own cultural competency
Develops talent	<ul style="list-style-type: none"> • Motivates and encourages the development of team members • Seeks to understand the individual developmental needs of team members and supports them • Is familiar with the principles and techniques used in coaching, and uses them • Is familiar with the principles and techniques used in mentoring, and uses them
Evidence to inform decision	
<ul style="list-style-type: none"> • Reflective practice • TO2 • 360-degree leadership feedback • Leadership log • Cbd • Mini-CEX • NOTSS • RCOG Learning • Personality type feedback with reflection • Conflict resolution course • Communication course 	<ul style="list-style-type: none"> • Observes an appraisal • Training on giving feedback • Training in compassionate leadership • Training in workplace behaviour and culture e.g. utilises RCOG Workplace Behaviour Toolkit • Equality and diversity training • Cultural competency training • Coaching training • Mentoring course or programme • Leadership course • Evidence of leadership or management activities undertaken
Knowledge criteria	
<ul style="list-style-type: none"> • Available leadership standards e.g. Healthcare Leadership Model (NHS Leadership Academy), Leadership and Management Standards for Medical Professionals (Faculty of Medical Leadership and Management) 	

- Compassionate leadership
- Workplace behaviour and culture
- Equality, diversity and inclusion
- Mentoring
- Coaching

L&M CiP 3: The doctor has an appreciation for leading in a complex healthcare system	
Key Skills	Descriptors
Understands the healthcare system in the UK	<ul style="list-style-type: none"> • Understands the network of public, private and third sector organisations which deliver healthcare in the UK • Understands the close link between health and social care • Understands the influence and power of politics in healthcare • Understands how national policies filter through the system • Understands the importance of regional collaborations e.g. integrated care systems, operational networks, clinical networks, governance networks
Understands and participates in governance and risk management processes	<ul style="list-style-type: none"> • Understands the principles of good governance and risk management in healthcare • Is involved in critical incident investigation and learning • Understands and adheres to the principles of clinical quality and safety • Appreciates the importance of culture on organisational effectiveness • Is aware of the regulatory bodies which monitor the performance of healthcare organisations • Encourages and utilises feedback from service users
Understands how healthcare is financed in the UK	<ul style="list-style-type: none"> • Understands how money flows through the NHS • Understands the need for the NHS to deliver value for money • Understands the competing demands for resource allocation • Considers the resource, financial and sustainability implications of own decisions • Able to prepare and present a business case
Utilises innovation to improve the delivery of healthcare	<ul style="list-style-type: none"> • Looks for and promotes areas for improvement • Uses information and data to guide innovation • Plays a leading role in a change project • Utilises quality improvement methodology • Is aware of stakeholders; seeks opinion of and negotiates with stakeholders

	<ul style="list-style-type: none"> • Demonstrates ability to evaluate impact of change on people, processes and outcomes • Incorporates sustainability in change management
Evidence to inform decision	
<ul style="list-style-type: none"> • Reflective practice • TO2 • Leadership course • Attendance at regional meetings e.g. regional network meeting • Reflection on a key policy document and how this relates to their department/hospital • Attendance at departmental or organisational governance or risk management meetings e.g. clinical governance meetings, audit meetings, Board meetings 	<ul style="list-style-type: none"> • Participation in critical incident investigation • NHS finance course • Reflection on resource allocation • Prepares and presents business case • Undertakes training in quality improvement methodology • Plays a key role in a quality improvement project
Knowledge criteria	
<ul style="list-style-type: none"> • NHS structure • Collaboration within the NHS • National policy, priorities and strategic objectives • Governance and risk management • Learning from incidents • NHS funding • Innovation and quality improvement in healthcare 	

SECTION 2: PROCEDURES

There are no procedures in this SIPM.

SECTION 3: GMC GENERIC PROFESSIONAL CAPABILITIES

Mapping to GPCs
Domain 1: Professional values and behaviours Domain 2: Professional Skills <ul style="list-style-type: none"> • Communication and Interpersonal Skills • Dealing with complexity and uncertainty Domain 3: Professional Knowledge <ul style="list-style-type: none"> • Professional requirements • National legislative structure

<ul style="list-style-type: none"> The health service and healthcare system in the four countries Domain 4: Capabilities in health promotion and illness prevention Domain 5: Capabilities in leadership and team working Domain 6: Capabilities in patient safety and quality improvement <ul style="list-style-type: none"> Patient Safety Quality Improvement Domain 8: Capabilities in education and training. Domain 9: Capabilities in research and scholarship

SECTION 4: MAPPING OF ASSESSMENTS TO SIPM L&M CiPs

L&M CIP	OSATS	Mini-CEX	CbD	NOTSS	TO1/TO2	Reflective practice
1: The doctor understands and continually develops themselves as an individual and as a leader		X	X	X	X	X
2: The doctor works effectively as a team player and a team leader		X	X	X	X	X
3: The doctor has an appreciation for leading in a complex healthcare system					X	X

SECTION 5: RESOURCES (OPTIONAL)

<i>Suggested learning resources</i>
Leadership Tools <ul style="list-style-type: none"> ABC of Clinic Leadership. Book, 2nd Edition 2017, Tim Swanwick, Judy McKimm. ABC Guide to personal resilience, NHS Leadership Academy. https://learninghub.leadershipacademy.nhs.uk/guides/abc-guide-to-being-personally-resilient/ Civility Saves Lives. Evidence base guide and movement to enhance outcome with civility. https://www.civilitysaveslives.com/ Caring to Change. Compassionate Leadership. Kings Fund 2017 https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/Caring_to_change_Kings_Fund_May_2017.pdf Emotional Intelligence, Daniel Goleman https://med.stanford.edu/content/dam/sm/CME/documents/Goleman-20--20Leadership-20That-20Gets-20Results-20093019-20-1-.pdf. Emotional intelligence has 12 elements. Which do you need to work on? Harvard Business Review, February 2017. Goleman D, Boyatzis RE. https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-



[work-on](#)

- Healthcare Leadership Model, NHS Leadership Academy
<https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/>
- Implicit Association Test (IAT) for assessment of unconscious bias, Harvard University
<https://implicit.harvard.edu/implicit/takeatest.html>
- In praise of followers. Kelley. HBR 1988
<https://hbr.org/1988/11/in-praise-of-followers>
- iResilience tool. Free tool to assess your levels or resilience. Use the report to highlight areas you may wish to strengthen.
<https://www.robertsoncooper.com/iresilience/>
- Leadership and Management for all Doctors, GMC
https://www.gmc-uk.org/-/media/documents/leadership-and-management-for-all-doctors---english-1015_pdf-48903400.pdf
- Leadership and Management Standards for Medical Professionals, Faculty of Medical Leadership and Management
<https://www.fmlm.ac.uk/sites/default/files/content/page/attachments/FMLM%20Standards%203rd%20edition.pdf>
- Personality Test (free)
<https://www.16personalities.com/free-personality-test>
- Personality Test (free). The Big Five
<https://www.123test.com/personality-test/>
- What every leader needs to know about followers. Kellerman. HBR. 2007
<https://hbr.org/2007/12/what-every-leader-needs-to-know-about-followers>
- Workplace Behaviour Toolkit. RCOG <https://www.rcog.org.uk/careers-and-training/starting-your-og-career/workforce/improving-workplace-behaviours/workplace-behaviour-toolkit>

Reflective Practice

- Academy and COPMeD Reflective Practice Toolkit. This toolkit provides theoretical reasoning behind different reflective models and guides you through their use:
http://www.aomrc.org.uk/wp-content/uploads/2018/08/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf
- The reflective practitioner - guidance for doctors and medical students, GMC
https://www.gmc-uk.org/-/media/documents/dc11703-pol-w-the-reflective-practitioner-guidance-20210112_pdf-78479611.pdf

Healthcare Systems

- Good governance handbook, Healthcare Quality Improvement Partnership. 2021
<https://www.hqip.org.uk/wp-content/uploads/2015/01/FINAL-Good-Governance-Handbook-Jan-21-V9.pdf>
- The Health Foundation. Independently analyses and researches for improvement in healthcare.
<http://www.health.org.uk/>The King's Fund. Understanding healthcare systems and healthcare innovation
<https://www.kingsfund.org.uk/>
- The Nuffield Trust, Independent health think tank using research to improve the quality of

healthcare.

<https://www.nuffieldtrust.org.uk/>

National Reports

- Berwick Report. A promise to learn – a commitment to act: improving the safety of patients in England, Berwick review into patient safety, 2013.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/226703/Berwick_Report.pdf
- Francis Report. Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry, 2013
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/279124/0947.pdf
- The Kirkup Report. Morecambe Bay Investigation Report, 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf
- The NHS Constitution for England. Department of Health and Social Care.
<https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england>
- The NHS People Plan, 2020.
<https://www.england.nhs.uk/ournhspeople/>
- Ockenden Report. Findings, conclusions and essential actions from the independent review of maternity services at Shrewsbury and Telford Hospital NHS Trust, Final Report, 2022
https://www.ockendenmaternityreview.org.uk/wp-content/uploads/2022/03/FINAL_INDEPENDENT_MATERNITY_REVIEW_OF_MATERNITY_SERVICES_REPORT.pdf

Finance

- Financial and commercial arrangements and conflicts of interest, GMC
- https://www.gmc-uk.org/-/media/documents/gmc-guidance-for-doctors---financial-and-commercial-arrangements-and-conflicts-of-interest_-58833167.pdf Future-Focused Finance (FFF). Lots of resources here including 'demystifying NHS finance'
<https://onenhsfinance.nhs.uk/future-focused-finance/>

Quality Improvement and Change Management

- The Model for Improvement
<https://qi.eft.nhs.uk/resource/the-model-for-improvement/>
- Sustainable Improvement. The Change Model Guide. NHS England
<https://www.england.nhs.uk/wp-content/uploads/2018/04/change-model-guide-v5.pdf>