SIPM: Leadership and Management (L and M)

SECTION 1: CAPABILITIES IN PRACTICE (CiP)

L and M CiP 1: The doctor understands and continually develops themselves as an individual and leader.	
Key skills	**Descriptors**
Is committed to self-development and personal growth	• Is a reflective practitioner. • Uses feedback to develop self. • Sets SMART (specific, measurable, achievable, relevant and time-bound) objectives to guide self-development. • Actively seeks opportunities to develop skills in, and exposure to, medical leadership and management. • Undertakes leadership and management roles that allow for self-development.
Understands themselves as an individual	• Researches their own personality type and considers the associated strengths and weaknesses. • Considers how their own personality type interacts with others. • Is aware of the core aspects of 'emotional intelligence'. • Manages their emotions and adapts their 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 their own unconscious biases.
Understands themselves as a leader	• Is aware of the importance of clinical leadership. • Understands the importance of leadership in patient safety. • Appreciates the difference between leadership and management. • Is aware of different leadership styles. • Reflects on their 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 own leadership style. • Understands the theory of followership and its importance.

Understands the importance of wellbeing	• Understands the importance of looking after their wellbeing. • Uses tools and models to appraise and develop their resilience. • Has insight into stress management and is aware of potential signs of stress or burnout in themselves.

Evidence to inform decision

• Reflective practice • Personal development plan • Leadership log • TO2 • 360-degree leadership feedback • CbD • Mini-CEX • NOTSS • RCOG Learning • Personality type feedback, with reflection	• Uses tools such as Johari window or SWOT (strengths, weaknesses, opportunities and threats) analysis to target areas for improvement in self-development • Uses tools to assess their own emotional intelligence or unconscious bias, with associated reflection • Leadership course • Conflict resolution course • Communication course • Evidence of having undertaken leadership or management activities

Knowledge criteria

- Theoretical basis for reflections (e.g. Gibbs, Kolb, Rolfe and others)
- Personality type
- Theory and application of emotional intelligence (e.g. Daniel Goleman)
- Unconscious bias
- Leadership style
- Followership
- Leadership in patient safety
- Stress management
- Resilience

L and M CiP 2: The doctor works effectively as a team player and as leader.	
Key skills	**Descriptors**
Is an effective team player	• Is approachable, available, reliable and supportive. • Is honest and accountable for their actions. • Is an active contributor who speaks up and shares thoughts and ideas. • Is respectful of other team members. • Values and encourages the contributions of others. • Is confident to offer constructive challenge.
Is an effective team leader	• Inspires and motivates a team to work towards a shared purpose. • Sets a 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 and groups.
Leads with compassion	• Promotes and supports the wellbeing of team members. • Recognises signs of burnout in colleagues and directs them to appropriate support. • Gets to know team members as individuals and understands their drivers. • Understands and supports team members 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	• 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 their own cultural competency.
Develops talent	• Motivates and encourages team members to develop. • Seeks to understand and support the individual developmental needs of team members. • 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

• Reflective practice • TO2 • 360-degree leadership feedback • Leadership log • CbD • Mini-CEX • NOTSS • RCOG Learning • Personality type feedback, with reflection • Conflict resolution course	• Observes an appraisal • Training on giving feedback • Training in compassionate leadership • Training in workplace behaviour and culture (e.g. uses RCOG Workplace Behaviour Toolkit) • Equality and diversity training • Cultural competency training • Coaching training • Mentoring course or programme

• Communication course	• Leadership course • Evidence of leadership or management activities undertaken

Knowledge criteria
• 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 and 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	• 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 (eg integrated care systems, operational networks, clinical networks and governance networks).
Understands and participates in governance and risk management processes	• 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 uses feedback from people who use NHS services.
Understands how healthcare is financed in the UK	• Understands how money flows through the NHS. • Understands the need for the NHS to deliver value for money. • Understands the competing demands for allocating resources.

	• Considers the resource, financial and sustainability implications of their decisions. • Can prepare and present a business case.
Uses innovation to improve the delivery of healthcare	• Looks for and promotes areas for improvement. • Uses information and data to guide innovation. • Plays a leading role in a change project. • Uses quality improvement methodology. • Is aware of stakeholders, seeking their opinion and negotiating with them. • Can evaluate the impact of change on people, processes and outcomes. • Incorporates sustainability into change management.

Evidence to inform decision

• Reflective practice • TO2 • 360-degree leadership feedback • Leadership log • CbD • Mini-CEX • NOTSS • 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, audit and board meetings) • Participation in a critical incident investigation • NHS finance course • Reflection on resource allocation • Prepares and presents business case • Training in quality improvement methodology • Plays a key role in a quality improvement project

Knowledge criteria

- 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 (GPCs)

Mapping to GPCs
Domain 1: Professional values and behaviours
Domain 2: Professional skills
• Communication and interpersonal skills
• Dealing with complexity and uncertainty
Domain 3: Professional knowledge
• Professional requirements
• National legislative structure
• 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
● 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 and M CiPs

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

SECTION 5: RESOURCES (OPTIONAL)

Suggested learning resources
Leadership tools
1. 16 Personalities. Free personality test. [https://www.16personalities.com/free-personality-test].
2. NHS Leadership Academy. ABC Guide to personal resilience.

[https://learninghub.leadershipacademy.nhs.uk/guides/abc-guide-to-being-personally-resilient/].

3. Civility Saves Lives. Evidence base guide and movement to enhance outcome with civility. [https://www.civilitysaveslives.com/].

4. West M, Eckert R, Collins B, Rachna Chowla. *Caring to change: How compassionate leadership can stimulate leadership in health care.* London: The Kings Fund, 2017 [https://www.kingsfund.org.uk/sites/default/files/field/field_publication_file/Caring_to_change_Kings_Fund_May_2017.pdf].

5. Goleman D. Leadership that gets results. *Harvard Business Review*. 2019 [[https://med.stanford.edu/content/dam/sm/CME/documents/Goleman-20--20Leadership-20That-20Gets-20Results-20093019-20-1-.pdf].

6. Goleman D, Boyatzis RE. Emotional intelligence has 12 elements. Which do you need to work on?. *Harvard Business Review,* 2017 [https://hbr.org/2017/02/emotional-intelligence-has-12-elements-which-do-you-need-to-work-on].

7. Healthcare Leadership Model. NHS Leadership Academy [https://www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/].

8. Harvard University. Implicit Association Test (IAT) for assessment of unconscious bias [https://implicit.harvard.edu/implicit/iatdetails.html#:~:text=The%20IAT%20measures%20the%20strength,share%20the%20same%20response%20key].

9. Kelley R. In praise of followers. *Harvard Business Review*. 1988 [https://hbr.org/1988/11/in-praise-of-followers].10. Robertson Cooper. iResilience tool. [https://www.gooddayatwork.co.uk/iresilience.aspx].

10. General Medical Council. *Leadership and management for all doctors.* 2012 [https://www.gmc-uk.org/-/media/documents/leadership-and-management-for-all-doctors---english-1015_pdf-48903400.pdf].

11. Faculty of Medical Leadership and Management. *Leadership and management standards for medical professionals, 3rd edition* [https://www.fmlm.ac.uk/sites/default/files/content/page/attachments/FMLM%20Standards%203rd%20edition.pdf].

12. Swanwick T, McKimm J. *ABC of Clinic Leadership*. 2nd edition, 2017.

13. Van Thiel E. The Big Five Personality Test [https://www.123test.com/personality-test/]

14. Kellerman B. What every leader needs to know about followers. *Harvard Business Review,* 2007 [https://hbr.org/2007/12/what-every-leader-needs-to-know-about-followers].

15. Royal College of Obstetricians and Gynaecologists. Workplace Behaviour Toolkit. [https://www.rcog.org.uk/careers-and-training/starting-your-og-career/workforce/improving-workplace-behaviours/workplace-behaviour-toolkit].

Reflective practice

1. Academy of Medical Royal Colleges. *Academy and COPMeD Reflective Practice Toolkit* [http://www.aomrc.org.uk/wp-content/uploads/2018/08/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf].

2. General Medical Council. *The reflective practitioner: Guidance for doctors and medical student*s [https://www.gmc-uk.org/-/media/documents/dc11703-pol-w-the-reflective-practioner-guidance-20210112_pdf-78479611.pdf].

Healthcare systems

1. Healthcare Quality Improvement Partnership. *Good Governance Handbook*. 2021 [https://www.hqip.org.uk/wp-content/uploads/2015/01/FINAL-Good-Governance-Handbook-Jan-21-V9.pdf].
2. The Health Foundation [https://www.health.org.uk].
3. The King's Fund. Understanding healthcare systems and healthcare innovation [https://www.kingsfund.org.uk/].
4. The Nuffield Trust. Independent health think tank using research to improve the quality of healthcare [https://www.nuffieldtrust.org.uk/].

National reports

1. Department of Health and Social Care. *The NHS Constitution for England. Updated January 2021.* 2021 [https://www.gov.uk/government/publications/the-nhs-constitution-for-england/the-nhs-constitution-for-england].
2. Kirkup B. *The Report of the Morecambe Bay Investigation.* The Stationary Office, 2015 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408480/47487_MBI_Accessible_v0.1.pdf].
3. National Advisory Group on the Safety of Patients in England. *A promise to learn – a commitment to act: Improving the safety of patients in England*. 2013 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/226703/Berwick_Report.pdf].
4. NHS England. *WE ARE THE NHS: People Plan for 2020/2021 – action for us all*. 2020 [https://www.england.nhs.uk/wp-content/uploads/2020/07/We-Are-The-NHS-Action-For-All-Of-Us-FINAL-March-21.pdf].
5. *Ockenden Report – Final. Findings, conclusions and essential actions from the independent review of maternity services at The Shrewsbury and Telford Hospital NHS Trust.* 2022 [https://www.ockendenmaternityreview.org.uk/wp-content/uploads/2022/03/FINAL_INDEPENDENT_MATERNITY_REVIEW_OF_MATERNITY_SERVICES_REPORT.pdf].
6. The Mid Staffordshire NHS Foundation Trust. *Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry Executive Summary*. 2013 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/279124/0947.pdf].

Finance

1. General Medical Council. *Financial and commercial arrangements and conflicts of interest*. 2013 [https://www.gmc-uk.org/-/media/documents/gmc-guidance-for-doctors---financial-and-commercial-arrangements-and-conflicts-of-interest_-58833167.pdf].
2. One NHS Finance. Future-Focused Finance [https://onenhsfinance.nhs.uk/future-focused-finance/].

Quality improvement and change management

1. NHS East London Foundation Trust. The Model for Improvement [https://qi.elft.nhs.uk/resource/the-model-for-improvement/].
2. NHS England. *Sustainable Improvement Team: The Change Model Guide* [https://www.england.nhs.uk/wp-content/uploads/2018/04/change-model-guide-v5.pdf].