T5. LEADER ROLE COMPETENCIES

Created for the *CanMEDS Teaching and Assessment Tools Guide* by S Glover Takahashi, M-K Chan, D Dath. Reproduced with permission of the Royal College.

See Leader Role teacher tips appendix for this teaching tool

Instructions for Learner:

- Observe and take (non-identifying) notes on your Leader Role activities in day-to-day practice

- Remember to be cautious about confidentiality when taking notes

- Review with faculty as arranged or initiate a review of your case reports to get feedback

Resident name: _____

Resident role in this location: _____

Rotation/Site/Organization: (include details about when, where, how long, type of service)

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A. RESOURCES FOR THIS ROTATION/SITE/ORGANIZATION

 1. List the KEY resources, guidelines, policies and protocols that you used to understand your role and responsibilities. (i.e. job description, on call responsibility phone contact list)

 2. List OTHER key sources for information/assistance that were available for this Rotation/Site/Organization? Are there gaps?

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Leader

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3. Rate your approach to those elements of leadership that apply *in this case that you are reporting on* (e.g. leadership process, management, stewardship, quality improvement, patient safety). Rate your approach by including your own viewpoint and remember to include the feedback of others to inform your ratings. List important areas or ideas for improvement that are priorities for you.

A. Leadership process IN THIS CASE[a]	Rate your approach IN THIS SITUATION. **Explain rating**						Areas or ideas for priority improvement?
	1 Very poor	2 Poor	3 Solid competent	4 Very good	5 Superb	Not applicable	
Asks what needs to be done							
Asks what is right for the patient(s), problem, organization etc.							
Develops action plans							
Takes responsibility for decisions							
Takes responsibility for communications							
Focuses on opportunities rather than problems							
Leads productive meetings							
Thinks and says "we" rather than "I"							

Other notes/reflections:

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a Drucker PF. *What makes an effective executive? Harv Bus Rev.* 2004;82(6):58-63-136.

Leader

T5. LEADER ROLE COMPETENCIES (continued)

B. Management process IN THIS CASE	Rate your approach IN THIS SITUATION. **Explain rating**						Areas or ideas for priority improvement?
	1 Very poor	**2** Poor	**3** Solid competent	**4** Very good	**5** Superb	Not applicable	
Ensures understanding of work and timelines							
Identifies the priority tasks and timelines							
Establishes steps and sequence to deliver outcomes on time							
Shares work through effective delegation							
Assigns people important activities							
Assigns tasks based on match/fit of competencies and strength							
Assigns tasks based on learning needs							
Monitors people's progress							
Communicates and clarifies with people							
Coaches peoples' progress and success							
Flexibly modifies plans with new, emerging situations							
Deploys people with new, emerging situations							
Integrates personal and professional priorities							
Uses tools and resources effectively to achieve outcomes							

Other notes/reflections:
4. Summarize your TOP two or three areas of strength

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5.   Planning for improvement

#	Summarize your TOP two or three areas that need priority improvement over the next four to eight weeks.	How are you going to work on your priorities over the next four to eight weeks?	How will you know that you have achieved the needed improvement in your priority areas?
1.			
2.			
3.			

Leader